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ABSTRACT

All levels of education in Yugoslavia are described; vocational education, teacher education, and military education are examined; and reforms and trends are discussed. Preschool education, which is not compulsory, consists of several types, including day care centers, boarding-care centers, and kindergartens. Elementary education is 8 years and is compulsory for all children between the ages of 7 and 15. Secondary schools, which are not compulsory, include the gymnasia, art schools, technical schools, trade or vocational schools, teachers' schools, and military schools. Higher educational institutions include universities; higher schools, which are intermediate-level institutions between secondary school and a complete university; high schools, which offer complete programs of a specialized nature and are at a level equivalent to the universities; military academies; theological seminaries; and workers' and people's universities. There are eight levels of vocational education in Yugoslavia and five main types of teacher education programs. Military academies have university rank. There have been new educational reforms in the content and courses of instruction for all educational levels. Because of the decentralized structure of education in Yugoslavia, the introduction of these changes has been uneven throughout the various provinces. A glossary of terms and a bibliography conclude the publication. (RM)

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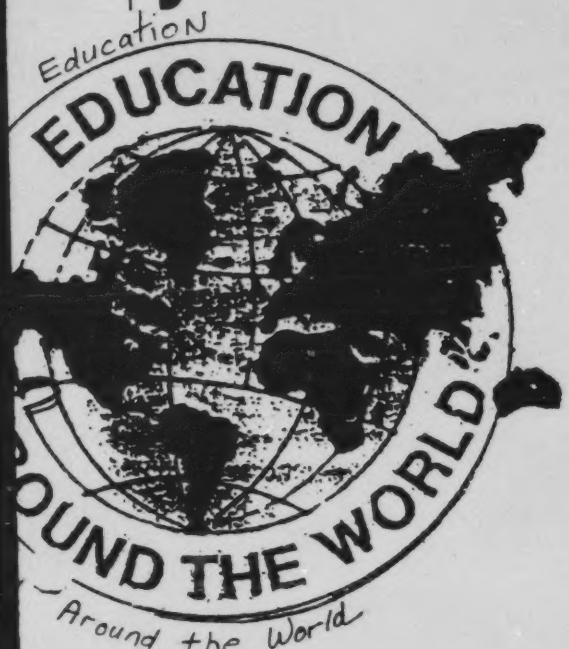

THE EDUCATIONAL SYSTEM OF YUGOSLAVIA

YUGOSLAVIA

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UNITED STATES DEPARTMENT OF EDUCATION
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THE COUNTRY AND THE PEOPLE

Official Name: The Socialist Federal Republic of Yugoslavia.

Location: Southeastern Europe; bounded by the Adriatic Sea and Italy on the west, by Austria and Hungary on the north, by Romania and Bulgaria on the east, by Greece on the south, and by Albania on the southwest.

Size: 98,766 square miles.

Main Subdivisions: 6 Republics--Bosnia and Herzegovina, Montenegro, Croatia, Macedonia, Serbia, and Slovenia; and 2 Autonomous Provinces within Serbia--Kosovo and Vojvodina.

Population: 21.6 million (1977 est.).

People: An ethnically heterogenous population, with no group having a majority. The principal ethnic groups are Serbs (40 percent), Croats (8 percent), Slovenes (8 percent), Bosnian Moslems (8 percent), Macedonians (6 percent), and 17 distinct minorities (18 percent), the most numerous of which are the Albanians, Montenegrin Serbs, Hungarians, and Turks.

Official Languages: Serbo-Croatian (at the Federal level, in 4 of the Republics, and in the 2 Provinces), Slovenian (in Slovenia), and Macedonian (in Macedonia).

Literacy: Varies greatly with the region of the country as a whole.

Per Capita GNP: $1,752 (1976 est.).

Religions: Eastern Orthodox (Serbian and Macedonian), Roman Catholic, Islam.

THE BASIC SYSTEM

Historical Background

Forces affecting education in Yugoslavia today have their roots in the country's history, perhaps more so than in most other nations. Although contemporary Yugoslavia can trace its beginnings to the 19th century when the Serbs and Montenegrins were able to secure their full independence from the Ottoman Empire, its present, multinational form dates from the end of World War I and the disintegration of the old Austro-Hungarian Empire in which the Croats and Slovenes were included. Shortly following the war, a new nation was proclaimed, called the Kingdom of Serbs, Croats, and Slovenes. In the form of a constitutional monarchy, the nation included all major groups of South Slavs except the Bulgarians.

Intensive national ethnic rivalries in the 1920's led to tensions that culminated on June 20, 1928, in the assassinations of three Croatian political leaders during the midst of a parliamentary debate. A dictatorship was proclaimed by the reigning monarch, Alexander I, which lasted until 1934 when he, too, was assassinated. A regency was established under Prince Paul Karageorgevich in behalf of Alexander's 11-year-old son, who became King Peter II.

Nazi Germany's attack on the country on April 6, 1940, forced the regency to flee to London and establish itself as a government-in-exile. Although Germany's conquest was swift, it was never completely effective, with resistance movements springing up almost immediately. One of these was led by an

old-line communist named Josip Broz (also called Tito). For various reasons, this movement was the most successful and emerged in control of the country when Germany collapsed. On November 29, 1945, a Constituent Assembly with a large communist majority proclaimed the nation the Federal People's Republic of Yugoslavia. A Constitution was subsequently adopted modeled after that of the Soviet Union. When Tito in effect broke with the Kremlin in 1948, Yugoslavia followed an independent and non-aligned course in terms of world politics and also brought about significant changes in the internal structure of the nation's political, social, and cultural life. A new Constitution was proclaimed on January 13, 1953, which in turn was superseded by the Constitution of April 7, 1963, which favored greater decentralization and liberalization. After important amendments (in 1967, 1968, and 1971), still another Constitution was adopted in 1974.

Partially as a result of the historical situation just summarized, Yugoslavia's educational development among the several Republics has been uneven.

Slovenia and Croatia.--Those parts of Yugoslavia that formed elements of the former Austro-Hungarian Empire, namely Slovenia and Croatia, have tended to possess a higher educational and cultural level. They also generally have a pragmatic, "Western" approach. Having been converted to the Roman Catholic faith during the 12th century, they use the Latin alphabet.

Serbia.--Except for monastery cell schools, almost nothing existed in Serbia in the way of formal education at the time of Karageorge's revolt against the Turks in 1804. The efforts of the great Serbian man of letters, Vuk Karadžić, and other enlightened contemporaries educated abroad, eventually began to prevail, and by the middle of the 19th century an elementary school system and a very few secondary institutions were operative, although Serbian youth generally continued to go to Austro-Hungary for their post-elementary education. In the second half of the 19th century, great progress was made in education in Serbia at all levels (elementary, secondary, and university)--both qualitatively and quantitatively--and girls were included in the educational process in increasing numbers, particularly at the elementary level. Primary education became compulsory, although the law was seldom enforced.

However, it was not until after the First World War that any attempts were made at postsecondary education in the form of a very small branch faculty of philosophy (i.e. school), which served in Skopje as an extension program of the University of Belgrade. After the establishment following World War II of the Macedonian Republic as one of the constituent Yugoslav Republics, a university was opened; and the number of faculties, programs, and enrollments have been increasing steadily since then.

Kosovo and Bosnia and Herzegovina.--Educational development in Kosovo and in Bosnia and Herzegovina has been, perhaps, the slowest of all in the constituent Republics, especially among the predominant Moslem population. Education for women was almost totally neglected until the communists came to power after the second World War. Even then, since by decree schools were co-educational, most girls from Moslem families initially did not attend more than the first two or three grades. Education for boys also often was viewed as unnecessary and was resisted. Although great progress has been made in these two regions in the last quarter of a century, they remain behind the rest of the Yugoslav constituent Republics in the number of graduates from each school level per capita by age group as well as in literacy. This problem has affected the other Republics rather directly at times when people from these areas seek employment in the more economically developed urban and industrial areas. Even when they find such employment, it most often must be of an unskilled type because of their lack of education.

Montenegro.--Educational progress in Montenegro was slow. Primary education made some headway, especially in areas where the Roman Catholic Church was influential. However, a tradition against education continued into the 20th century, and the few youths desiring more than a primary education still had to go abroad (usually to Serbia or Austria-Hungary) to obtain it.

Macedonia.--In an attempt to exert influence in Macedonia in anticipation of the day when the Ottomans would be forced to relinquish their control, Greeks, Serbs, Bulgarians, and even Romanians established primary and secondary schools, there. Further, Western missionaires--mainly French and American--also started such institutions for religious purposes. Scholarships likewise were made available in fair numbers for promising youth to study abroad in the respective countries seeking to establish such influence. Nevertheless, education developed slowly. The First Balkin War in 1912 liberated the region known as Macedonia from Turkey, and--as a result--Serbia also acquired a significant part of this historic territory.

Legislation

Yugoslavia is constitutionally a federated state. As a result, most educational matters are the prerogative of the respective Republic and autonomous Province. However, certain constitutional, Federal statutory, and extra-legal limitations exist.

The new Yugoslav Constitution (1974) contains certain direct provisions on education that are applicable thoughout Yugoslavia. All education is to be Marxist in its orientation and serve Yugoslav economic and social objectives. The Preamble states that:

> The system of upbringing and education shall be based on the achievements of modern science, especially of Marxism as the foundation of scientific socialism, and shall be instrumental in training young people for work and self-management and educating them in the spirit of achievements of the Socialist Revolution, the socialist code of ethics, self-management democracy, socialist patriotism ..., the equality of nations and nationalities, and socialist internationalism.

Article 165 of the Constitution also contains elements of significance to education, as follows:

> Primary education lasting at least eight years shall be obligatory.
>
> Economic and other conditions for the opening and operation of schools and other institutions for the education of citizens and the promotion of their activities shall be insured through self-management communities of interest, on the principals of reciprosity and solidarity among working people, organizations of associated labor and other self-managing organizations and communities and socio-political communities, in conformity with the statute.
>
> Citizens shall be entitled, under equal conditions specified by statute, to acquire knowledge in vocational training at all levels of education, in all kinds of schools and institutions of education.

The basis for the existence of schools for minorities is found by implication in Article 170 of the Constitution, which guarantees each nationality the use of its language and the expression of its national culture.

There are also many Federal statutes that relate to education. The General Law on Education of 1958 set down the basic principles and structure of education in Yugoslavia. It described the administrative structure of education in Yugoslavia. It described the administrative structure of Yugoslav educational institutions, consisting of a governing council composed of faculty, students (in the case of secondary schools), parents and representatives from certain local political, social, and economic institutions. The law made the elementary school a general school for all children. Previously, the upper four grades were considered preparatory for further academic work and were even termed the "lower gymnasium". Similar secondary preparation was decreed for all students, so that graduates of the gymnasia, academies, and technical school all could--in theory, at least--apply for admission to any higher education institution. This permitted any citizen over 18 who had work experience to seek admission in postsecondary school, regardless of his previous academic preparation, provided he had the abilities and background to be successful, as judged by entrance examinations, interviews, responsibilities at his place of employment, or other means. This law was revised in 1964 and since then has largely been superseded by other statutes, although most of its basic principles have been incorporated in practically all educational legislation after 1958.

Higher educational institutions have been governed by the General Law on Faculties and Universities adopted by the Federal National Assembly in 1954. This law was revised in 1960. It provided for establishing all types of new postsecondary institutions and the rapid expansion of the existing ones, with training of technical specialists being a primary focus. Subsequent legislation has amended this law significantly, and in 1978 a law went into effect greatly restricting the establishment of new institutions and faculties.

Provisions from the General Law on the Financing of Culture and Education (1966) still are largely in effect, especially those that concern provisions for financing schools in the Republics and Autonomous Provinces. The Basic General Law on the Organization of Scientific Knowledge (1965) established procedures for the operation of research institutes and for their collaboration internationally. Likewise, the Resolution of the [Federal] General Assembly regarding the Development of Education and Culture on the Baiss of Self-Management (1970) laid down the principles by which the schools were to organize and administer themselves. Some of these principles subsequently were incorporated into the new Constitution of 1974 when it was adopted. The Associated Labor Act of 1976, while applicable to almost all segments of Yugoslav life, contains provisions of direct pertinence to education and educational institutions.

Inter-Republican and inter-Provincial integration is also obtained through Federal professional and quasi-political organizations established specifically for this purpose. Generally, each Republic and Province sends one or more delegates to these national organizations, where policies are then established that govern the related Republican and Provincial bodies. Thus, the Council of the Academies of Sciences and Arts coordinates and unifies the activities of the respective Republican academies. The Union of Yugoslav Universities performs similar functions for the several Republican universities; the Union of Pedagogical Societies of Yugoslavia, for the various Republican and Provincial teachers' organizations; and the Federated Council for the Coordination of Research, for the various Federal and Republican research institutes and agencies.

Agreements having Federal applicability can also be established through interRepublican-Provincial negotiations. Thus, national uniformity is obtained without involving the Federal Government in those educational affairs that constitutionally are the jurisdiction of the Republic or Province.

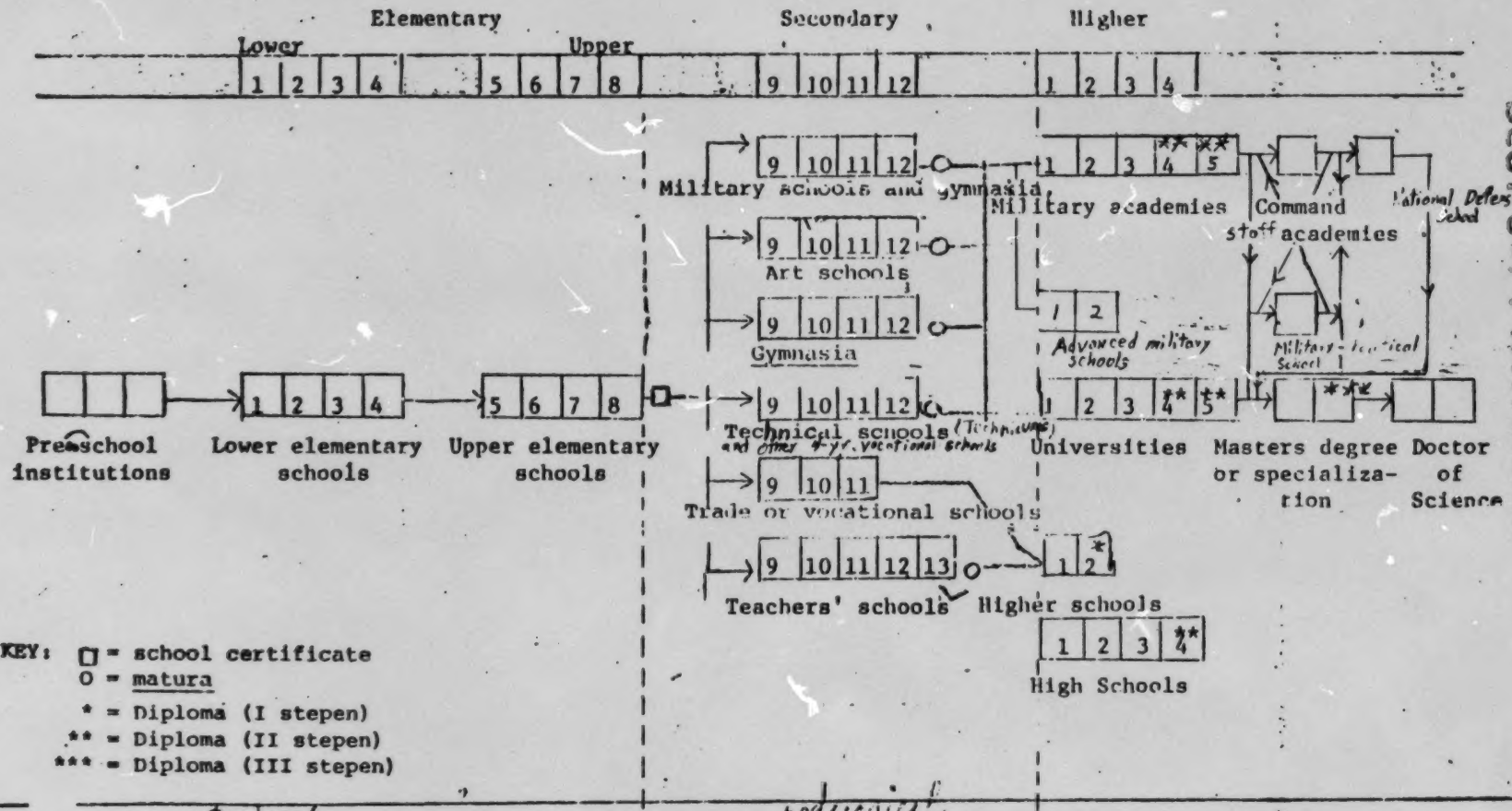
Although the subject of much prior discussion and preliminary work, the current curricular reforms in Yugoslav education mainly have their political origin in the program adopted by the Tenth Congress of the League of Yugoslav Communists, which was held in Belgrade in 1974. Subsequent League Conferences, as well as the Eleventh Congress of the League which met again in Belgrade in summer 1978, have served simply to reinforce the decisions of the Tenth Congress with regard to education and to implement its provisions in light of subsequent experience and consideration. Thus, the reforms are an attempt to respond to those shortcomings and failures of Yugoslav education that the members of the League of Yugoslav Communists perceive to exist.

These national programs of the Congress of the League of Yugoslav Communists, as well as the resolutions of its Central Committee, serve national quasi-legislative functions. Although such pronouncements are not legally binding until enacted into laws, they serve to establish national goals and policies for all aspects of Yugosalv life, including education as in this case, and usually rapidly become legislative enactments.

Consequently, shortly after the Tenth Congress each republic and province sought to begin implementation of the educational program which the Congress proposed, since under Yugoslavia's federal system, each republic and province is responsible for its own internal educational affairs. At the same time, and Inter-Republican-Provincial Commision for the Reform of Education was specifically established to coordinate the new educational reforms among Yugoslavia's several republics and provinces. The result was The Social Compact on Uniform Bases for the Classification of Professions and Vocational Training (1977) and The Compact of the Socialist Republics and Autonomous Provinces on the Core Curriculum in Education (1978). Both compacts

were negotiated by Republican and Provincial delegates to the Commission and after ratification by all the respective Republican and Provincial assemblies have uniform validity throughout Yugoslavia.

Structure of the Educational System of Yugoslavia



[1]Sometimes these schools have 14 years and are then termed pedagocial academies.

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Structure

The current structure of education in Yugoslavia is shown on the chart. Preschool education consists of several types, including day-care centers, boarding-care centers, and kindergartens. Some programs are seasonal in nature. Preschool education is not compulsory.

Elementary education is 8 years in length and is for children between 7 and 15 years of age. All 8 years are compulsory, although enforcement is still difficult in some areas of the country. The first 4 years comprise the primary grades and the last 4, the upper elementary grades. Graduates receive a school certificate (školsko svedočanstvo). Elementary school is a terminal level, with graduates entering employment if they so desire. However, most young people continue their education in a secondary institution of some type.

Secondary schools include the gymnasia, art schools, technical schools, trade or vocational schools for the preparation of skilled workers, teachers' schools, and the military secondary schools (i.e., military gymnasia). The courses of study vary according to the type of institution, with a minimum of 3 years for the trade schools and a maximum of 5 years for the teachers' schools, the average being 4 years. Graduates from a completed secondary school program take the matura examination and receive a certificate to this effect (Svedočanstvo o položenom maturskom ispitu--"Certificate for Passing the Matura Examination"). They have the option to enter the work force or to continue their education in one of the many post-secondary institutions.

However, the system of matura examinations is presently undergoing important changes, with differences existing among the several republics. For instance, Serbia, is eliminating the matura altogether, whereas Macedonia is requiring it only if a student is below "outstanding" (odličen).

Higher educational institutions include the following types: higher schools (više škole), which are intermediate-level institutions between secondary

school and a complete university; high school (visoli školi), which offer complete programs of a specialized nature and are at a level equivalent to the universities; and military academies. Admissions to any of these institutions requires the matura, but there may be other requirements, such as passing entrance and qualifying examinations. Persons over the age of 18 with work experience who can demonstrate qualifications to succeed in the academic or vocational field may, in certain cases, be admitted without the matura.

Graduates of 2-year postsecondary programs receive a diploma (I stepen) (First Level Diploma); and those who have completed 4-or-5 year programs are granted a diploma (II stepen) (Second Level Diploma). A diploma examination diplomaski ispit) is generally required. The diploma (III stepen) (Third Level Diploma) is awarded after further study, the completion of the so-called magisterium program, which usually requires an additional 1 or 2 years. The doctorate is awarded after at least 2 additional years of work following the magisterium.

The so-called people's or worker's universities do not fit any of these specific levels. These institutions are centers for adult education and much of their offering are of an informal nature. They may also offer work in basic literacy, in elementary and secondary education, and--in a few cases--in one or more studies leading to the first lenel diploma.

Language of Instruction

According to the new Yugoslav Constitution (1974). "The languages of the nations and nationalities and their alphabets shall be equal throughout the territory of Yugoslavia." (Article 246) Further, "members of the nations and nationalities of Yugoslavia shall, on the territory of each Republic and/or Autonomous Province, have the right to instruction in their own language in conformity with statute." (Article 171)

The language situation in Yugoslavia has historically been complex, with matters of ethnicity and ethnic nationalism being closely identified with it. Presently, three languages are recognized as the major "national" languages: Serbo-Croatian, Macedonian, and Slovene. Serbo-Croatian is the official language at the Federal level, in all official inter-Republic communications, in the Yugoslav National Army, and in the Republics of Serbia, Croatia, Bosnia and Herzegovina, and Montenegro. All educated Yugoslavs are able to read, write, and speak it with reasonable fluency. Macedonian and Slovene are official only in the Socialist Republics of Macedonia and Slovenia, respectively. The situation is still further complicated in that both the Cyrillic and Latin alphabets are used within the country. The alphabets used by some of the respective nationalities in Yugoslavia are listed below:

Latin Alphabet	Cyrillic Alphabet
Solvenes	Serbians
Croatians (including Dalmatians)	Montenegrins
Hungarians	Macedonians
Romanians	Bulgarians
Italians	Russians
Albanians	
Germans	
Czechs	
Slovaks	

In addition to the three languages of the major ethnic groups, eighteen or so minority groups in the country have their own mother tongues. The largest of these groups are the Shiptars or Albanians, comprising somewhere in the neighborhood of 1 million people, followed by Hungarians, Turks, Slovaks, Bulgarians, Rumanians, Ruthenians, Gypsies, Czechs, Italians, and others--perhaps in that order, although census data is not consistent on this score due to enumerational difficulties and problems of variant definitions of ethnicity. Each group employs either the Latin or Cyrillic alphabet, but in each case it is in a variant form; moreover, even when the letters are identical, the sound value attached to a particular letter may differ by nationality group. For many of these minority groups, separate schools are maintained, at least at the lower grade levels.

At the higher education level, the language of instruction is usually that of the Republic in which the institution is located. The University of Belgrade uses Serbo-Croatian, as does also the University of Niš, the University of Novi Sad, and the University of Sarajevo, among others. The University of Ljubljana employs Slovene, while the University of Skopje uses Macedonian. The universities of Zagreb, Split, and Rijeka maintain that their official language is "literary Croatian." However, where large minorities exist, or where a university has been established primarily to accommodate a minority group, that language may be employed in classes, lectures, and administrative procedures. The most common situation of this type is the University of Priština, where both Albanian and Serbo-Croatian are used. At the University of Novi Sad, which draws a large Hungarian minority, Hungarian also is sometimes employed.

Education of Minorities

Yugoslavia is, as has been noted, a federation of many South Slav nationality groups. Many groups, such as the Serbs, however, constitute a Republic. Minority groups are considered to be those ethno-nationality groups within the country that do not constitute a Republic. (See partial listing of ethno-nationality groups under "The Country and the People.")

The curriculum of instruction in the minority schools is essentially the same as that for the particular region's majority group with the exception that the national language of the Republic is also taught (i.e., Macedonian, Serbo-Croatian, or Slovene). In multi-ethnic communities, instruction in a school or in a particular class may be bilingual with certain classes or subjects (such as the "mother tongue") being taught in the minority children's language, but with all the rest of the school work for all the children being in the language of the majority. Efforts recently have been made also to include required courses in the history and culture of the specific minority attending the institution. In areas of the country where more than one nationality is numerically important, these secondary schools may be bilingual. This means usually that classes are available in each subject in the specific languages of the peoples living there. In other instances, this may only mean that some of the classes are conducted in the specific language of the minority, while the rest are taught in the language of the majority.

Concern has been shown by Yugoslav school authorities in recent years about the failure rate in Yugoslav ethno-national minority elementary schools which remains at about the 16 percent level of all pupils enrolled in such schools. Thus, at the end of any particular school year, about 40,000 minority children are not promoted into the next grade. The failure

rate is especially high in the first, fifth, sixth, and seventh grades. Reasons cited as accounting for this condition are the heavy curricular demands made upon these pupils (for instance, learning an additional, in some cases wholly unrelated language); poorly trained teachers, absenteeism of pupils because schools are far from their homes; and the general lower cultural and economic level of the community from which they come.

Textbooks and instructional materials for school children of ethnic minorities are published by a number of printing concerns. Although a complete series of texts has been issued respectively for the elementary schools of both the Hungarian and Albanian minorities, textbooks are available only in certain subjects for other minorities, usually in the minority's language, in the language of the prevailing national ethnic group (Slovene, Macedonian, or Serbo-Croatian), and perhaps in the sciences, mathematics, and some of the sociopolitical subjects. In many instances in the higher grades, the schools of Slavic minorities, such as Bulgarian, Russian, Czech, and Slovak, use Serbo-Croatian texts. Texts for university level courses are generally in Serbo-Croatian or in the language of the particular Republic; that is, Slovene or Macedonian. However, university students in Slovenia or Macedonia often use texts in Serbo-Croatian because of their availability and quality, since almost all educated Yugoslavs are able to read, write, and speak Serbo-Croatian--irrespective of their ethno-nationality. However, university textbooks are published for Albanian youth (at Priština primarily). Offset and mimeographed university level lesson guides, syllabuses, and outlines are also sometimes issued for other minorities, and especially for Hungarians. Some textbooks needed by minorities are imported.

Administration

At the Federal level.--The involvement of the Socialist Federal Republic of Yugoslavia (i.e., the Federal Government) in educational matters is limited by the Yugoslav Constitution. Except for the military schools and some educational institutions preparing security personnel, education has been generally left to the jurisdiction of the separate Republics or Provinces. However, the Federal Government still is involved in educational programs of an international nature.

At the Republic level.--An assembly is responsible for education within major political jurisdictions, encompassing all the communes and intercommunal assemblies within the territory. Each assembly in turn has an executive council with a variety of duties, including carrying out the programs and laws enacted by the assembly. Since much of this work is of a highly specialized and technical nature, it is actually carried out by professional bodies under the jurisdiction of the council, usually bearing the title of secretariate or committee. For example, each Republic or Province has a secretariate or committee for education which is responsible to an executive committee of the assembly. As part of its functions, it maintains an educational inspectorate service that visits schools, provides consultative services to communes and their educational bodies, and works with self-management committees on education in various capacities and at several levels.

A second council at the Republican or Provincial level concerned with education is an executive body known as the educational council (prosvetni savet). This council reviews and ratifies teaching programs, syllabuses, and curriculums for preschool institutions, elementary schools, and secondary gymnasiums (institutions providing general education programs in languages, mathematics, social sciences, and the sciences). A third important

body at the Republican level is what is usually called the establishment, institute, or council for the advancement of education.

At the commune level.—Prerogatives and responsibilities not specifically assigned to the Federal Government, the Republic, or the Province by the Constitution belong to the commune (opština), which is the political unit of greatest significance in the daily life of the people. There are some 500 communes in Yugoslavia.

The functions and administrative responsibilities of the commune are quite diverse, including matters relating to health, culture (music, theater, museums, the arts, etc.), economics, social service, and education. By law, at least 29 percent of all revenue raised within a commune will revert to that commune in order to enable it to perform its functions. In addition, several communes may cooperate in activities for the common betterment of their citizens.

Each commune has an administrative unit to oversee the work of the schools in the commune. This unit is usually composed of experienced professional school persons, many of whom are also members of the league

of Yugoslav Communist. This unit (the usual term given to it is zavod) has, among a number of other functions, the job of serving as a school inspectorate. In some areas of Yugoslavia, an intercommune assembly facilitates cooperation and makes legislative decisions on matters of concern to several communes. The actual educational work of this body is usually assigned to a professional administrative-research center generally known as the intercommune council for the advancement of education (medjukomunski savet za unapredjivanje vaspitanja i obrazovanja).

The political, legislative, and policymaking work of a commune is performed by an assembly (skupština), which is divided into three councils—one each for local communities, "socio-political organizations," [1] and "basic organizations of associate labor." [2] (The latter two groups will be discussed later.) Each commune also has an executive council to handle its ongoing affairs.

Usually the commune assembly establishes the elementary and secondary schools, is responsible for developing educational policies, ratifies school constitutions, supervises the carrying out of programs and policies adopted by the schools, and approves the appointments of school directors. In some cases, the members of the self-managing community of interest (described in the next paragraph) may meet as a body with the commune assembly and have

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[1] A socio-political organization may be defined as a body of people involved with political socialist programs and activities, such as the League of Communists of Yugoslavia, the Youth League Narodna omladina, the Socialist Alliance of Working People, and the Federation of Trade Unions.

[2] A basic organization of associate labor (BOAL) may be any group of workers in an industry or enterprise which constitutes a production unit, performs a service function, or may be identified as a complete entity. A BOAL may consist of an entire shop, a department, or a work unit of some type, depending upon its size, administrative structure, and purpose.

equal voting rights with it in deciding questions relevant to its area of concern. Responsibility for higher education generally belongs to the Republic.

"Self-managing communities of interest" are communities within a particular district, area, or commune that are concerned with specific problems. Educators who are delegates from a school council might normally be represented on a self-managing community of interest relating to education, culture, health, or housing. Not all schools, of course, have a member on each community of interest related to their field. A self-managing community of interest relating to education is concerned with education in an area--the problems and needs of its schools, expansion of school services, proposals for establishing new educational institutions, costs of education, and financial review of the support available for education. These self-managing communities of interest in education have both an advisory function and--to a lesser extent--a prescriptive one. By law, the membership of a self-managing community of interest concerned with vocational schools (otherwise generally termed "professional" schools) include members from the industry or industries for which the schools prepare their students.

At the institutional level. One of the features of Yugoslav socio-economic and political life that distinguishes the Yugoslav system from those of other socialist states is the principle of "self-management," which has now been introduced in all aspects of Yugoslav life. Theoretically, self-management enables the workers in an economic or social service institution to assume the responsibility for determining the policies of the institution, whether it be a factory, school, hospital, research center, or commercial establishment. The lack of precedents for such a system has subjected the concept to considerable experimentation and trial and error. To a large extent it is still in the process of change. Notwithstanding

difficulties, the system of self-management has been steadily expanded and is an integral part of the Yugoslav Constitution of 1974.

Educational institutions in Yugoslavia at all levels now function on this principle. The staff (including teachers, administrative personnel, technicians, auxiliary cadre, and janitorial workers) of these institutions are supposed to be involved directly (or through elected delegates) in the affairs of every institution and in the creation of its policies. They are entitled to participate in policymaking concerning the institution through referendums, meetings, and assemblies, election of their delegates to the "workers' council" (the basic unit of self-management of the institution), and election of delegates to the socio-political communities and the self-management communities of interest (described later).

The workers' council (radnički savjet) of an institution is the basic unit in its system of self-management. Its functions include preparing the statute (Constitution) for an institution, prescribing its organization, structure, and internal relationships, establishing its policies and objectives, developing and/or ratifying the plan of work, defining the procedures for achieving these policies and objectives, establishing the financial plan for the school, appointing its director and executive committee, hiring new teachers, and setting salaries.

The members of a workers' council must include among its members representatives of all elements of the staff--teachers, custodial, and technical. By law, the delegates to a council are elected by secret ballot, although in most--but not all--cases, the ballot consists of a single slate, so its election is automatic. Delegates to these councils are elected for a 2-year term and may be re-elected only once. The director of an institution is appointed to a 4-year term and may be re-appointed. He is also subject to recall before his term is completed under certain circumstances. As the

chief officer of the institution, the director is responsible directly to the council and may not be a member of it.

In addition to representatives of the institution's staff, delegates from other bodies within the area may also sit on the council, particularly when topics of a broader nature are under consideration. Included in this group may be delegates from the commune, parents, industrial and commercial organizations, the armed forces, social and sociopolitical organizations such as the League of Communists of Yugoslavia, the Socialist Alliance of Working People of Yugoslavia, the Yugoslav Red Cross, the Trade Union Confederation, the League of the People's Youth, or the Federation of Liberation War Veterans. The type of organizations represented on a council depends, to a great extent, upon the purpose of the school and the educational level at which it functions. Obviously, the council of an elementary school will likely have different groups represented than will the council of an university, although representatives from the League of the People's Youth, for instance, might well sit on each.

Schools at the secondary level and higher educational institutions almost invariably now include student delegates on their councils. The schools of the Socialist Republic of Croatia have been especially active in this regard and at the University of Zagreb a student is now one of the associate rectors and several have been (or are) associate deans in their respective schools. Other higher educational institutions likewise have students as student deans and student rectors. The functions of these student school officials differ according to the institution and its statute, but in all cases they obviously include the representation of the interests of the students within the councils and administrative structure of the institution. In addition to student participation in the regular administrative offices and policy-making bodies of the universities, most institu-

tions also have their own student self-managing organizations.

Self-management organizations occur at many levels. Faculty at higher educational institutions may form a basic organization of associated labor (BOAL) at the katedra (departmental) level; that is, of the faculty of the department as a whole. The BOAL of this katedra may have its own council, especially if the katedra is a large one. In turn, the several departments which form the faculty (fakultet), or school, would generally have an inter-departmental council with delegates representing the several departments. Finally, at the university level, there would be a university council with its members representing the various schools of the university. As indicated earlier, student representatives participate in the councils and assemblies of almost all secondary and higher educational institutions.

Representation sometimes extends beyond an institution. The staff of a school also votes on persons from among its members to be sent as delegates to political and other service units within the immediate area. Again, the voting is to be done by secret ballot, although in many instances only one candidate is nominated for each position. The units to which these delegates may be sent are those which exist in the school district or school neighborhood, or of which the school district forms a part, (the kvart or rejon). More likely, however, it is the commune or some of the self-managing communities of interest which have a direct or indirect relevance to the educational process.

The system of self-management in education has attempted increasingly to provide for a clear contractual understanding between, and among, the various parties involved. Each teacher in a school, as well as administrators and auxiliary personnel are required to sign one or more binding self-management agreements (samoupravni porazumi, pl.), indicating accession to, and participation in, the self-management system of the institutions and detailing specific responsibilities and benefits.

Under new reforms, which will be discussed below, there is to be a renewed emphasis upon self-management in education. All educational institutions at all levels and of all types are to be included. Teachers are to become more deeply involved in this effort, as well as workers--especially those in plants and industry that provide employment for students graduating from a particular specialized secondary vocational school. In addition, where appropriate, parents and students are also to be involved. The forms of the communities of interest will be expanded.

Financing

In 1966, the Yugoslav National Assembly passed the General Law on Financial Resources for Education, whose basic provisions--with some revisions--still govern the financing of education in Yugoslavia. The Law eliminates set educational budgets and makes the amount of funds available for education a predetermined percentage, thus providing an automatic increase for inflation and economic growth. The law's intent is, further, to provide schools and educators with an incentive for improving education, because the total amount of monies allotted to an institution is to be determined by the quality of its program and the progress of its students. Faculty within particular institutions likewise may opt to have their salaries determined on this basis, with a 10 to 15 percent "bonus" being paid to those teachers who meet their stated educational objectives and whose students show the best achievement.

The law provides for establishing independent "communities of interest in education," made up of parents, teachers, individuals from work, social, and political organizations, and persons and groups. These communities have as one function the review and approval of the educational goals of the respective educational institution and the disbursement of the available funds accordingly. They also evaluate achievement at the end of

a school year and provide for granting the incentive "bonuses" to those institutions that have reached or surpassed their objectives and have made the greatest "progress." Separate communities of interest exist for the elementary schools in a commune and secondary schools with representation from industry and commerce being especially important in the case of the latter.

The communities of interest in education obtain the funds for supporting their schools from various sources. In general, income taxes on the salaries of workers in the socialized sector of the economy account for approximately 70 percent of all the monies available to education at the commune level. Another 10 percent is received usually from the taxes on the incomes of persons who are employed in the private sector. although some funds continue to come from the commune, the amounts are minor (10 percent or less). In addition, business and industrial enterprises contribute approximately 6 percent to the total costs of education in a "typical" commune. These contributions may be directly in the form of funds or in other assets, such as machinery, tools, or facilities. They may be made, according to the Law, to education general in a sociopolitical community, or to a specific vocational school or group of schools that train students in the vocations in the particular business or industry making the contribution.

Support of education at the Republican level differs somewhat from that just described. At this level, funds from taxes on the incomes of workers, whether from the socialized sector of the economy or from the private sector, make up a combined total of under 1 percent to not more than 3 percent, the amount varying from year to year as well as from Republic to Republic. A large part of the support for education at this

level is derived from the ad valorum tax on retail sales and on private sector of the economy (a total of about 60 percent). The Republic also may receive additional support from the Federal Government to supplement the amounts it has been able to receive from within its territorial jurisdiction. Again, these funds are from an ad valorum,or turn-over tax, which the Federal Government also imposes upon retail sales. Altogether, a Republic's share of the total funds for education amount to about 25 percent. Republican communities of interest in education are responsible for allocating and distributing these monies on principles much the same as those described for those at the elementary and secondary levels.

Within recent years, participation of the industrial and commercial enterprises in a socialpolitical community (commune, province, or republic) has been increased. They are to project their needs for new personnel in their fields on the basis of which a common plan for education is to be established for the community. The schools then are to set quotas for enrollments (and establish new programs were necessary) to train the required number of persons in the types and levels of skills indicated. These communities of interest in education at the Republican or Provincial level are also to establish new educational institutions where projections of the economic enterprises indicate that such institutions are required for the goals in skilled personnel to be met.

Percentage of Yugoslavia's national revenues allocated to education has fluctuated somewhat in recent years, ranging from about 5.5 percent to slightly over 6 percent.

Table 1. Amount and percent of educational receipts, by source and level or type of institution; 1977

(in millions of dinars)

Level or type of institution	Receipts from all sources		Receipts from communities of interest		Receipts from other sources	
	Amount	Percent of total receipts at all levels	Amount	Percent of level's receipts	Amount	Percent of level's receipts
Total	35,569	100.0	29,781	-----	5,788	
Primary	19,147	53.8	18,041	94.2	1,106	5.8
Secondary	9,265	26.0	7,158	77.3	2,107	22.7
High schools	1,086	3.1	723	66.6	363	33.4
Higher schools	5,386	15.1	3,734	69.3	1,652	30.7
Other	685	1.9	125	18.3	560	81.8

Percentages are rounded out to the nearest tenth and hence may not total 100 percent in each case.

Source: Adapted from--Yugoslavia. Federal Statistical Office: Statistical Pocket-Book of Yugoslavia, 1979. Belgarde, 1979. p. 119.

Table 1 lists the amount and percentage of receipts for 1977 for each educational level by source in millions of dinars and by percentage. It will be noted that the elementary schools received almost all their support from the communities of interest, whereas the other institutions obtained considerable funding from other sources. Even so, the communities of interest remained a significant source in most cases.

Vocational Objectives

One of the aims of Yugoslav education—at all levels--is to develop economic competence through acquiring a vocational skill or profession. Emphasis on this aim begins as low as nursery school and the early elementary grades 1 through 4 in the so-called programs of education-in labor, which serve as types of "readiness" activities. Included in this category at these levels are habit formations and skill learnings such as cleaning the room after its use, tying shoes, putting on coats, playing with blocks and sand, and similar activities that come under different labels in the United States. In the upper elementary grades (grades 5-8) and in almost all secondary schools, education-in-labor involves more direct vocational activities and may include working in the school yard, taking care of the school garden and any school animals, and contracting with industry for work to do in the school shop. Thus, the students presumably learn about several vocations through the participatory process, although much depends upon the nature of the activities. In addition to laboratory and shop work in secondary vocational schools and in schools of higher education, there is also what is known, liberally translated, as "vacation work experience." This may be defined as planned, course-related practical work experiences that students in these institutions undertake during summer vacations. Its purpose is to expose these students to on-the-job situations so that the theoretical and abstract concepts learned in school will have greater meaning and relevance for them.

Academic Year

The academic year is considered to be from September 1 to August 31. Within this period, of course, there are a number of holidays and vacation periods.

For preschool children, the length of the school day as well as of the school term (whether seasonal or yearly) is determined by the organization sponsoring the preschool program. In urban areas, where both parents are employed full-time, the school term may extend continuously throughout the entire year, thus providing a place for the children to stay while the parents work. In rural areas, the preschool program may be seasonal in nature only, being conducted during certain peak work periods when all available labor is needed, such as planting time and harvest.

On the other hand, elementary and secondary schools must be in session a minimum of 210 working days. The beginning and end of school depends upon the nature of the school, the climatic conditions where it is located, and the laws and regulations of the respective Republic. In general, summer vacation lasts from the middle of June to August 31. Mid-year vacation (i.e., between school semesters) lasts from about January 16 to February 5. (For universities and other higher educational institutions, this period usually extends to February 16, making it a full months break.) In addition, November 29 and 30, January 1 and 2, and May 1 and 2 are also school (as well as national) holidays for all. May 25, Youth Day, is also celebrated. Elementary and secondary schools begin their work on September 1st.

As higher education institutions with a considerable amount of internal autonomy, universities exhibit differences in the school calendar as well as in programs of study, their length, and the language or languages used

for instruction. For instance, the academic year for the University of Belgrade is from October to September; for the University of Zagreb, it is from September to August; while for the University of Novi Sad, it is from October to June, with no significant work going on in the summer.

Grading

The grading system in Yugoslav elementary and secondary schools is generally on a five-point scale, as follows:

5--odličen	(excellent)
4--vrlo dobar	(very good)
3--dobar	(good)
2--dovoljen	(satisfactory)
1--rdjav	(failing)

In the case of some subjects in primary schools, however, grades are descriptive with teacher's comments serving the purpose of numerical evaluation. In any event, the failing of students in elementary grades is strongly discouraged as an educational policy, with the result that there are almost no failures in grades 1 to 4 and very few failures in grades 4 to 8., Instead, slow students are given additional, supplementary instruction, termed dopunska nastava. For pupils in the first eight grades, this instruction takes place partly during regular school time, but particularly during set periods after regular school hours. For students in the upper grades, also, school vacations are used for such supplementary make-up instruction. Upon completion of this work, most students presumably will be able to pass the examinations to continue with their peers in the next grade. On the other hand, exceptional, gifted children may receive dodatna nastava or additional instruction. This enables them to "skip" grades in schools.

The grading system in higher educational institutions is as follows:

10--deset (highest grade)
9--devet
8--osam
7--sedam
6--šest
5--pet (failing)

PRESCHOOL EDUCATION

Children from about 6 months to age 3 may attend a jasle or creche (or in the diminitive as it is often known, jaslice). These institutions are for children of working parents and are usually operated by a community's health agency, given by various names in different sections of Yugoslavia, and not by educational organizations. Each jasle is divided into groups of 10-15 chilren who are cared for by a specially trained medical nurse called a negovateljitsa.

Children from the ages of 3 to 6 can enroll in a program of preschool education (predskolski odgoj), but attendance is not compulsory. Preschools are not an integral part of the school system in any Republic. They may operate on a half-day or full-day basis and are located in buildings separate from the schools. Urban areas and communities with a strong industrial or an agricultural base tend to have more preschool programs than mountainous regions and remoter areas of the country, where traditional cultural patterns predominate. Even where these programs are readily available, the grandmother or babe often assumes responsibility for the care of young children while both parents work.

Preschool education programs may be established in a number of different ways. Traditionally, they generally have been established by the commune. Increasingly, however, other organizations have taken the initiative in this respect as the country has developed industrially and agriculturally and as the closely knit extended family has gradually disintegrated. Presently, in addition to the communes, the following organizations and social-political units establish preschool programs:

1. Local communities (i.e., areas smaller than a commune, such as housing developments and neighborhood areas)
2. Elementary schools
3. Factories and large agricultural enterprises
4. Self-managing communities of interest for child welfare. Many neighborhood and local groups are organized through this channel.

Preschool education in Yugoslavia obtains its financing generally from three sources. On-going costs of maintenance and supplies usually are covered by the self-managing communities of interest or the elementary school. Some capital funds and monies for additional support are provided by the self-managing communities of interest for child welfare. In addition, local sociopolitical communities, such as those at the neighborhood area or subdivision level, may provide support through a tax on income decided through a referendum. In practically all cases, a tuition fee is charged that is determined on the basis of the parents' income and sometimes on the number of the children in attendance. This fee is usually on a sliding scale. In a few cases, children whose parents have a very low income pay little or no tuition to attend these preschool programs.

Although preschool programs in Yugoslavia presently are voluntary, it is projected that eventually under the new reforms preschools will become compulsory for all Yugoslav children of this age group. Plans also call for these institutions to be integrated with the elementary schools. It is problematical, though, whether or not these objectives under the new reforms will be met in the near future, since significant areas of the country are still without any programs of preschool education. The cost may be more than the country is willing to spend, and a number of cultural factors mitigate against a program of this type in certain regions of the nation. It is more probable that preschools will be ex-

panded and improved and eventually made part of the elementary school program. At the same time, it may seem too much to expect that preschools can be made compulsory, when, indeed, a satisfactory adherence to the existing compulsory laws on school attendance for elementary school students still is in the process of being achieved.

ELEMENTARY EDUCATION

Elementary school (osnovna skola) is compulsory for all children between the ages of 7 and 15 years. Despite concerted attempts by the authorities, the degree of conformity to the law continues to vary from one section of the country to another. The requirements of compulsory attendance are most fully met generally in the northern part of Yugoslavia--in Slovenia, Croatia, and in Serbia, and less fully in Kosovo, in Bosnia and Herzegovina, and in certain places of Montenegro. The problem is especially complex with respect to some of the minorities, especially the Albanians and the gypsies--the latter group not being listed any longer as a minority group in the census data, although culturally they still very much are so. Further, regardless of ethnicity, Moslem inhabitants of Yugoslavia have generally downgraded the formal education of women. Moreover, not all children complete all 8 years in the regular time frame, so that a fair number continue to drop out of school immediately after they can do so legally.

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Table 2. Number of schools, students, and graduates in elementary and secondary education, by Republic and Autonomous Province: Beginning of 1977-78.[1]

Republic or Province	Schools	Students			Graduates[2]
		Total	Female	Male	
ELEMENTARY					
Total	13,119	2,841,563	1,355,813	1,485,750	332,360
Bosnia & Herzegovina	2,640	651,965	308,543	343,422	79,848
Montenegro	619	88,250	41,536	46,714	11,851
Croatia	2,908	509,219	247,744	261,475	61,923
Macedonia	1,252	275,408	129,849	145,559	27,990
Slovenia	863	217,490	106,990	110,500	25,704
Serbia (proper)	3,399	580,216	279,392	300,824	70,167
Kosovo	889	315,361	142,923	172,438	29,426
Vojvodina	549	203,654	98,836	104,818	25,451
SECONDARY					
Total	-[3]	998,229	451,619	546,610	193,548
Bosnia & Herzegovina	...	214,499	93,929	120,570	41,582
Montenegro	...	30,843	14,174	16,669	7,690
Croatia	...	202,929	97,869	105,060	29,564
Macedonia	...	77,990	33,465	44,525	13,395
Slovenia	...	83,569	40,806	42,763	20,891
Serbia (proper)	...	221,706	105,476	116,230	53,603
Kosovo	...	77,521	23,095	54,426	14,372
Vojvodina	...	89,172	42,805	46,367	12,451
Total secondary according to the reform program	1,020	491,988	224,968	267,020	5,051
Montenegro	56	25,637	11,473	14,164	-
Croatia	437	201,473	96,983	104,490	4,449
Serbia (proper)	231	128,168	60,099	68,069	-
Kosovo	77	47,807	13,608	34,199	-
Vojvodina	219	88,903	42,805	46,098	602
Total secondary not covered by the reform program	1,409	506,241	226,651	279,590	188,497
Bosnia & Herzegovina	432	214,499	93,929	120,579	41,582
Montenegro	39	5,206	2,701	2,505	7,690
Croatia	17	1,456	886	570	25,115
Macedonia	158	77,990	33,465	44,525	13,395
Slovenia	282	83,569	40,806	42,763	20,891
Serbia (proper)	372	93,538	45,377	48,161	53,603
Kosovo	108	29,714	9,487	20,227	14,372
Vojvodina	1	269	-	269	11,849

[1] The data are for regular schools only. Special schools, tutorial make-up classes, and schools for adult continuing education are not included.

[2] These totals for graduates are for the end of the 1976-77 school year.

[3] The number of secondary schools is not available due to several technical problems in their enumeration.

Source: Adapted and expanded from--Federal Statistical Office. Statistical Pocket-Book of Yugoslavia, 1980. Belgrade: Federal Statistical Office. Pp. 127-128.

There exists a number of interesting statistical differences regarding elementary education by the Republics and Autonomous Provinces. These differences are due to several factors, including urbanization, industrialization, birth rate, and the nature of the terrain. Table 2 shows enrollments by Republics and Provinces for regular elementary schools. It may be noted that the Republic having the highest pupil enrollment per school is Vojodina (369 per school average), a largely agricultural area, but with concentrated population centers. Hence, one elementary school may well serve an entire so-called village of 10,000 to 15,000. On the other hand, schools in the mountainous areas of Montenegro, among the scattered villages populated by a few hundred persons, have an average enrollment of 142 pupils per school. The Albanian Moslem traditions mitigating against the education (and co-education) of women apparently continue to persist, despite strong Yugoslav efforts to overcome them, for the number of female pupils enrolled in any schools, including elementary, is significantly lower in Kosovo, where this ethnic group predominates.

Yugoslav school data indicate considerable success at reducing the number of failures in the nation's elementary schools. The percentage of failures (students not promoted into the next grade) at the elementary school level in the mid-seventies has been reduced to approximately 5 percent overall (and to about 1½ percent in Slovenia), as against about 12 percent only a decade earlier.[3] Of the students who graduate from elementary schools, over 90 percent continue their study in some type of secondary institution. Yugoslav educators contend that all this improvement has been accomplished through better teaching methods and teachers who are more highly trained, rather than through lowering standards. However, it also should be noted that in some institutions a teacher's effectiveness and thus part of his/her salary are determined by pupil achievement.

Elementary school pupils take tests throughout the school year to determine their achievement in the various school subjects. No final, comprehensive examination is required for students to be promoted from one grade to the other. However, certain secondary schools such as those for fine arts, graphic arts, music, ballet, or folk-dancing, may require examinations for admission. Adult students in extramural programs may apply to the appropriate elementary school specializing in adult education to take a series of prescribed examinations. Successful candidates received the certificate of graduation from the elementary school.

Types

Elementary education is provided in three types of schools designed to meet the needs of three elements of the population. Regular elementary

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[3] Juhas, Mihajlo. (Assistant Director, Republican Institute for the Advancement of Education, Socialist Republic of Serbia, Belgrade) "Educational Reform in Yugoslavia, "Yugoslav Survey: A Record of Facts and Information (Quarterly), XIX, Number 4 (November, 1978), p. 87. See also, Ibid., XVIII, Number 3 (August, 1977), pp. 113-115.

schools are to teach children of regular elementary school age who are normal both psychologically and physically. Special elementary schools are to teach mentally retarded children, physically handicapped pupils, emotionally disturbed children, and--in a few cases--the gifted and specially talented. (In the case of the latter, in addition to special programs for the intellectually capable student, special programs exist for children who exhibit talent in music, art, or ballet. Some of this work is carried on in special classrooms set aside for these purposes in regular elementary schools.) Special adult education schools or special classes are set aside for adult education in regular elementary schools. Most frequently, these classes meet in the evenings after the close of the regular elementary school session and may utilize the same classrooms as those utilized by the children during the day. Classrooms from secondary schools also may be used for this purpose. In some cases, scheduling of adult classes in elementary schools continues to be a problem, particularly if the institutions operate on a shift basis; i.e., if they have one group of pupils attending school in the morning and another group in the afternoon and early evening. The number of schools operating on this shift basis has decreased considerably during the last decade or so. Adult elementary education is also provided in some of the workers' and people's universities during the evening. In almost all cases, the content of courses in adult education is condensed, abbreviated, and designed specifically to meet the needs of older students.

Elementary schools are generally established by the commune, although self-managing communities of interest for education now may also establish elementary schools or serve as cofounders along with the local communes.

Ob ectives

Although Yugoslavia's administrative structure is that of a federation

in which each Republic or Autonomous Province may establish its own particular provisions for education, there exists at the same time considerable coordination of elementary education among the Republic and Provinces. The objectives for education in Yugoslavia in general apply to elementary education and include the following:

- To increase and broaden Marxist ideology and orientation in education
- To increase the relationship of education to work, partially through a more intensive program of labor education and political training.
- To increase the active participation of the school in community activities, particularly in community cultural activities and sociopolitical work. Students are to go on more field trips of a historical, political, or economic nature.

The elementary school itself is viewed as a preparatory institution for further specialization in a vocation or profession through on-the-job training and vocational schooling or through further academic work in a secondary school and beyond. Under the New Reforms, which attempt to integrate vocational education and academic education into one unified whole, the elementary school is viewed as providing the foundation for further school work, regardless of what trade, vocational training, or academic study is undertaken by the children later on. Further, in terms again of the new reforms, education presumably is viewed as a continuing life-long process, with elementary education laying the foundations.

Certain specific aims being introduced by the reforms since the late 1970's relate directly to the elementary school. These include the following:

1. The program and curriculum of the elementary school is to be tied more directly to the work of the first 2 years of the secondary school; that is, to the so-called "core curriculum," the program of study that is to be common to all secondary school students. Thus,

the curriculum of the elementary school is to include subjects that will prepare children for the core curriculum at the secondary school.

2. A variety of programs are to be established relating to the after-school care of elementary school children. In some instances, this will mean lengthening the school day, so as to form an all-day school; in other cases, it will simply mean initiating a study and recreational program under the auspices of the elementary school.

3. There is also to be an increase in the organized leisure activities of the students, particularly as they relate to the work of the Pioneers and the People's Youth. Emphasis is to be placed on self-management within these organizations.

4. Programs providing milk or food for the children in elementary school, the so-called "canteens," will be increased.

5. Provisions are planned for free health care for all elementary school pupils, as well as for any necessary hospitalization. This program is to take place regardless of whatever coverage may be provided by the parents through their place of work.

6. Increased efforts are to be made in two directions to improve the general performance of pupils in the elementary schools: a) To decrease the number of students who have to repeat a grade, through tutoring in after-school programs and offering special make-up classes; and b) to encourage students to remain in school until they have graduated, through "modernizing" the school curriculum with the special, additional programs of instruction just cited and through the increase of more "meaningful" activities in the extra-curricular programs existing.

7. Provisions also are to be made to increase the number of schools and classes using the languages of the various minority nationalities

and ethnic groups in the country, thus providing a more ready means by which children of these groups may improve their positions through education. Efforts likewise will be made to expand the number of programs for retarded, handicapped, and gifted children. The role of the elementary school in adult education is to be increased still further. In addition to the functions previously cited, elementary school adult education programs are now to concentrate even more on preparing adults for some type of trade or vocation. Specifically, the elementary school is to be charged with preparing adults to qualify at one of the initial occupational levels.

8. The perennial aim of maximizing the attendance of Yugoslavia's children in elementary school is to continue. In this respect, hostels for children are to be increased and improved, transportation is to be provided whenever possible, and other efforts are contemplated to reduce the inequalities that admittedly exist at the elementary school level for children from lower socioeconomic backgrounds and for those from remote regions of the country.

Curriculum

The elementary school curriculum is essentially identical throughout Yugoslavia in basic content, ideology, and orientation. This is true even more so under the new reforms. Nonetheless, certain variations do exist due to locality, economic resources of the community, and similar factors. Table 4 shows the elementary school curriculum in Macedonia for 1977. The curriculum includes elements from the humanities, sciences and mathematics, music and art, other esthetic fields, and technical subjects. As contemplated under the new program, the number of teaching hours for academic content in each grade level will be as follows:

Grade	Class hours
1	18-19
2	19-19.5
3	20-21
4	20-24
5	24-25
6	24-26
7	25-28
8	25-28

Table 4. Elementary school curriculum for the Socialist Republic of Macedonia: 1977

Compulsory subjects[1]	Hours per week by grade							
	1	2	3	4	5	6	7	8
Total	18	19	20	20	25	25	25	25
Mother tongue	6	6	6	6	4	4	4	3
Nature and society	2	2	3	-	-	-	-	-
General science	-	-	-	2	2	-	-	-
Physics	-	-	-	-	-	-	2	3
Chemistry	-	-	-	-	-	-	2	2
Biology	-	-	-	-	-	2	2	2
Mathematics	6	6	5	5	5	4	3	3
Technical education	-	-	-	2	2	1	1	1
Social science	-	-	-	2	-	-	-	-
Geography	-	-	-	-	1	2	2	2
History	-	-	-	-	1	2	2	2
Language of the nationalities	-	-	-	-	1	2	-	-
Foreign language	-	-	-	-	3	3	2	2
Physical education	2	2	2	2	2	2	2	2
Art	1	2	2	2	2	1	1	1
Music	1	1	2	1	2	1	1	1

[1] In addition, a curriculum and syllabus are available for free activities, productive work, socially useful work, public and cultural activities, etc.

Source: The Yugoslav Commission for Cooperation with UNESCO. The Republican Institute for the Advancement of Training and Education. The Development of Education in Yugoslavia, 1974-1976. Report presented at the 36th International Conference in Education, Geneva, Switzerland, Aug. 30-Sept. 8, 1977. Belgrade: The Commission, 1977, p. 67.

In addition, approximately 70 to 80 hours per year are to be allotted for courses of a nonacademic nature. These include courses in first aid, home economics, sex education, agriculture, and career information. Generally, formal schooling for minority children will be expanded by 2 to 4 hours per week, so as to include lessons in the grammar and structure of their mother-tongue as well as in its literature. All elementary schools in all Republics and Autonomous Provinces are to include a special course on Marxism. In some instances, notably in Slovenia, such content will be placed primarily in the grades 7 and 8. In other cases--in Croatia, for instance--Marxist course content will be included at all grade levels, from grade 1 to 8 of the elementary school. Beside formal classroom work in the subject, informal instruction is to proceed at an accelerated pace through the extra-curricular activities of the Pioneers, the People's Youth, and the National Technicians.

Each school includes so-called "free" or "extra-curricular activities," health examinations, participation by the pupils in public and social events (both within the school and in the community), and also in some instances additional after-class educational programs of some type.

Students in grades 4 through 8 are required to take a subject related to work education twice weekly. The content of this subject varies from grade level to grade level, but it usually contains units related to basic mechanics, general technology, metal working, and the like, The aim of this teaching is to prepare students for subsequent vocational course work in secondary schools. This is the reason for the rather heavy emphasis upon industrial type work in the course, as against content and skill development in the crafts and manual arts. Projected plans also call for introducing required work of a

production type or activities that are socially useful and of aid to the school and community. Arrangements will be made with the various establishments to provide work for the students to do in the school workshops under contract. Although this concept is not new, having been part of the program of some schools during the 1950's and early 1960's, the projected plans call for a renewed emphasis in this regard and for expanding the compulsory nature of these programs throughout the country.

Courses of study in the elementary and secondary schools and their accompanying textbooks have been revised, or in most cases, replaced by new materials. The changes are intended to reduce the amount of factual content that students of both levels heretofore have been obliged to learn. Selection of content has been made more critically, with only the (presumably) most significant and important data selected. At the same time, these curricular materials have been designed to correlate with the other changes that Yugoslav education is presently making, especially in terms of objectives and ideological directions, as well as in methods of instruction. Textbooks and courses of study are supposed to contain an increased amount of Marxist concepts and ideas (especially those that relate to labor and the role of man in socialist society), as well as information about the nature of technology and science in modern Yugoslavia and in the world.

SECONDARY EDUCATION

Secondary education in Yugoslavia is not compulsory. Nevertheless, in any given year, somewhere between 60 and 63 percent of the young people of the appropriate age level complete secondary education.

All students who have completed satisfactorily 8 years of elementary school are eligible to apply for admission to a secondary school. However, in practice, differentiation occurs at this level. Students whose grades are poor generally tend to seek admission to schools for skilled workers, while students who are academically talented apply for entrance to a gymnasium or a 4-year technical or other specialized school. In the case of certain specialized secondary schools, certain additional qualifications may be imposed upon the candidates. Fine arts schools and commercial art schools usually require the submission of an example of a student's work, while schools of music, ballet, and folk-dance generally include an audition as part of the application for admission.

Mature, working adults are now permitted to enter any secondary or university program of instruction without completing the work of the corresponding lower level institution--provided, that is, they can pass the requisite entrance examinations of the institution. In addition, intensive, short term courses are now available designed specifically to prepare candidates to take the entrance examinations of an advanced school or university.

Secondary schools are of various types, with their programs of study generally lasting anywhere from 3 to 4 years (grades 9-11). Most are vocational or teacher-training institutions of various kinds, which will be discussed under "Vocational Education" and "Teacher Education" the remainder are schools of general education, or gymnasia.

The Gymnasium

There are three types of gymnasia (gymnazija), all of which offer a 4-year program of general education preparing students to enter a university. Although much of the general content for all three types is similar, the classical gymnasium specializes in the ancient languages, particularly Greek and Latin; the scientific gymnasium emphasizes mathematics, chemistry, biology, and physics and prepares students to enter the university to study in some scientific field; the third type of gymnasium, the modern language gymnasium, emphasizes the study of two or more modern languages, such as English, French, German, and--in some areas of the country--Italian. Table 5 shows the curriculum of two tracks in a gymnasium in Serbia.

Increasingly, there is a movement in Yugoslavia to provide two or all three of these options for students in each secondary school. Students take some subjects that are common to all types (such as the mother tongue and its literature) and then specialize in their own particular field of interest. (Under the new reforms discussed later, this approach apparently will be intensified, so that all students will have the same "core curriculum" during the first 2 years.)

Table 5.

/Curriculum of the two tracks in a gymnasium in Serbia,/ by year: 1969

Courses	Class periods per week							
	Modern languages, social sciences, and humanities				Natural sciences and mathematics			
	1	2	3	4	1	2	3	4
Total	34	35	35	35	35	33	32	32
Serbocroatian language and literature	5	4	4	4	5	4	4	4
History	3	3	3	3	3	3	2	-
Elements of the science of society and social order of the SFRY	-	-	3	5	-	-	2	2
Psychology	-	2	-	-	-	2	-	-
Logic	-	-	2	-	-	-	2	-
Philosophy	-	-	-	3	-	-	-	2
Fine arts	2	1	1	1	2	-	-	-
Music	1	1	1	1	2	-	-	-
1st foreign language	4	3	3	4	4	3	3	3
2d foreign language	-	3	3	3	-	-	-	-
Latin	2	2	-	-	2	2	-	-
Geography	2	2	-	2	2	2	-	2
Biology	3	2	2	-	3	2	2	2
Chemistry	-	2	2	-	-	2	2	2
Physics	2	2	2	-	2	3	3	3
Mathemtics	5	3	2	2	5	5	5	5
Technical education	2	2	2	2	2	2	2	2
Elements of civil defense and military protection	-	-	2	2	-	-	2	2
Physical training	3	3	3	3	3	3	3	3

Source: The Yugoslav Commission for Cooperation with UNESCO (Belgrade) and The Republican Institute for the Advancement of Training and Education (Belgrade). The Development of Education in Yugoslavia, 1974-1976. (Belgrade: The authors, 1977). p, 75.

Students successfully completing a 4-year secondary program must pass comprehensive examinations. If successful, the students are awarded a certificate (matura). This certificate indicates the institution from which the student has graduated and his specific program of study; that is, whether it is of an academic character (from a gymnasium) or technical character and the particular field of technical specialization (from a vocational school). Students who are unable to pass the examinations successfully must either repeat the specific courses in which they are deficient, make up work by special studies, or enter industry and then continue their preparations to retake these examinations at a future date. Secondary school programs are also open to adults on a part-time, evening basis, or extramurally by independent study and the subsequent successful passing of examinations at this level).

The continued use of the matura examinations is currently in a state of flux in Yugoslavia. Recently, action was taken in the Republic of Serbia to abolish the matura examination [4], whereas in Macedonia the matura exam is now no longer required of students who are odlični (outstanding)--those with straight "5"s.

Enrollment

The number of students graduating from secondary school, by type of institution, varies somewhat from year to year. Table 2 gives data for the 1976-77 graduates. However, generally the largest number of such students are graduates of 4-year technical and other specialized schools, with a slightly smaller percentage completing programs in schools for skilled workers (i.e., trade schools). However, a close third continues to be the general secondary schools (gymnasia).

[4] Politika. (Belgrade). June 30, 1979, p. 5.

In the 1976-1977 school year, out of 202,440 students completing a secondary school of some type, 83,248 or 41.1 percent were graduates of a trade or vocational school for skilled workers, 48,243 or 23.8 percent were graduates of general secondary schools (gymnasia), and 54,859 or 27.1 percent were graduates of a technical or other higher vocational training institution. The rest, 16,090 or 7.9 percent had completed teacher-training institutions, art schools, or other specialized schools at the secondary level.[5]

Not included in these figures are the relatively large number of graduates of special schools for the mentally retarded and the handicapped, schools for adult education, and the various schools for continuing and supplementary education--all of which also function at the secondary level. However, the many secondary institutions for the minorities are included.

About 10 percent of secondary school students fail to be promoted to the next grade.

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[5] Statisticki godišnjak Jugoslavije, 1978

The matura or school-leaving certificate is granted by all gymnasia, by fine-art secondary schools, and by all four and five year vocational schools of secondary rank, such as those in economics, agriculture, forestry, veterinary sciences, medical technology, transportation, construction, surveying, geology, hotel management, administration, and mining. The examination on which the matura is based is usually known as the završni ispit, (graduation examination). The exact nature of this examination differs among these institutions, although certain common elements exist, such as the inclusion of material on the student's native language and literature. Requirements also differ according to Republic and Province.

Further, the secondary-school leaving certificate is known by several names in Yugoslavia, again depending upon the Republic:

Svidetelstov za položen završen ispit	(Macedonia)
Svjedodzba o završnom ispitu	(Croatia)
Svegočanstvo o položenom završnom ispitu	(Serbia)
Spričevalo o zaključnem ispitu	(Slovenia)

Persons over the age of 18 who do not have the matura may also apply for admission to a higher educational institution after they have first completed 4 years of socially useful" work. Almost invariably an entrance examination is required in such cases.

Because of the great diversity in the nature and content of the zazvršni ispit, university faculties and specialized institutions of higher education often require the passing of qualifying examinations as a means to determine an applicant's abilities for study in a particular field. Also, in cases where there are more applicants than openings, competitive examinations are used to determine which persons are to be admitted.

The proposed, gradual introduction of a common core program in all Yugoslav secondary institutions has brought about a movement throughout Yugoslavia to abolish the matura. Thus, in June 1979 the matura was eliminated in Serbia. Its continued use is also in doubt in the other Republics and Provinces.

THE NEW REFORMS

Integration

Yugoslav educational reforms, which originated in the Tenth Congress of the League of Yugoslav Communists in 1974, call for Yugoslav education to be integrated or--using the Yugoslav term-"directed" (usmereno). This change is designed primarily to affect secondary education, but also institutions below and above that level. Education is now to be integrated both vertically and horizontally from the preschool to the graduate level. Efforts will be made to integrate the preschool program with that of the local school system, rather than (as formerly) with other agencies of the community, such as the health agencies. Education is to be seen as a continuous process, available on an on-going basis throughout much of life. Thus, provisions are to be made for students who wish to terminate their education temporarily at a particular point after elementary school to enter the labor force. Young people who choose this option may participate in continuing programs of education to obtain higher qualifications in their vocational fields as well as to complete course work toward a secondary school certificate--or even beyond. Another option which also will be available to them is that of re-entering regular school to continue their studies after some experience in a field of work. Similarly, students completing the first level or the second level of higher education will likewise have the vertical option of entering the work force where they can continue their study on a part-time basis, or--after some experience in their vocation--re-enter a regular program of study in some higher educational institution.

Curricular Changes

The content and courses of instruction for all levels of education have been reviewed and in most cases revised in some manner. Curricular content at the elementary level has been generally standardized so that at least certain elements are common throughout the country. Secondary education is now to possess certain common curricular content, irrespective of the nature of the secondary institution or its objectives. In addition, all secondary school work is to include vocational content and to be integrated with the life of work so that graduates can be prepared to take the initial examinations qualifying them for some level of competence in a particular vocation or trade.

The new educational reforms call for dividing the secondary school curriculum into two parts. The first part (prva faza) is to consist of the first 2 years of secondary school, during which certain courses will be common to all secondary school students. These will include the student's mother tongue, as well as the language of the majority of the Republic--in cases where the mother tongue differs from that of the language spoken by the majority in the Republic--chemistry, biology, physics, geography, mathematics, history, and certain work in labor and production. In addition, all students will be required to take work in Marxism and socialist self-management, as well as in military science and civil defense.

As part of the New Reform, the existent courses--especially those that form the common core curriculum--are to include new examples in their revised courses of study relating to labor and the problems of labor, technology, and industrial processes. In addition, activities relating to labor education are foreseen for all courses at this level, but especially

for the natural sciences and mathematics. There is also to be a renewed emphasis on student participation in socially useful work, in technological activities that form part of the work of various school clubs and youth organizations, notably that of the Pioneers, the People's Youth, the Young Technicians, and the Pupil Cooperatives. Again, such participation is intended to provide students with work experiences which will prepare them for their future vocations and for the vocational studies during their last year(s) of secondary school.

Students who complete the first phase of secondary schooling under the new program (that is, the first 2 years of secondary school) may enter the labor force and continue their education on a part-time basis, or they may enroll in a program of further specialization under phase two (druga faza), which provides 1 or 2 more years of further study. Young people also may, if they wish, enter the labor force for a few years and then resume their full-time studies at a later date.

Vocational specialization is to take place during the second phase of secondary education. The length of this specialization will continue to depend, as it does now, upon the nature of the particular vocation or specialization. In some cases, therefore, this will mean that the student will continue his studies only for 1 additional year, but in most, this will mean 2 more years--again, as it does at present. At this second phase or level, emphasis will be upon the vocational preparation of the young people, with only a few subjects being required as common to all secondary school students in these grades. Subjects proposed for the core curriculum at this level include the mother tongue, military preparedness and civil defense, socialist self-management, and physical education, approximately 5 to 7 hours per week. The rest of the time, it is projected,

will be devoted to vocational specialization and preparation for further professional study, as the case may be. In this context, the gymnasium also will have a vocational or paraprofessional context, for it will include in its program courses that will prepare the students to qualify at some level in a vocation. Although its students may thus enter specific vocational and paravocational fields immediately after completion of their studies in the new form of the gymnasium, most will probably continue their studies in higher educational institutions.

In addition, special programs for the slow learner, physically handicapped students and the gifted have been introduced or revised. Children who are of another nationality than that of the particular region in which they are living will be provided with an expanded program including content about the culture, history and customs of the nationality. Academically talented youngsters and children who exhibit special talents in art, music, and dance are to be given added opportunities for developing their special abilities. Moreover, throughout secondary school, the media (television, theatre, motion pictures, radio, and newspapers and periodicals), cultural institutions (libraries, museums, and reading-rooms), sports groups, youth organizations and all other elements of Yugoslav society in any way related to, or having an influence upon youth, are to provide programs and increased activities relating to the social, technical, political, vocational, and ideological education of the youth.

Vocational guidance is to be given special emphasis in all secondary schools. Students are to be assisted in determining their aptitude for various vocations. This program of work preparedness will be made mandatory for all secondary schools, so that all students from these institutions

will have some marketable vocational skill upon graduation and have reached one of the lower levels of vocational qualification. At the same time, though, no organized program for training vocational counsellors or special staff positions of professional vocational councellors are being planned. Rather, classroom teachers and vocational educators are largely to assume this role on a non-formal basis. In addition, the various children's and youth groups will be recruited to assist and reinforce this program of education-in-labor: the Pioneers, the People's Youth, the various technological and scientific study groups, and other related organizations.

Graduates of the second phase, similar to those who complete the first phase, may enter the labor force immediately with their secondary education being terminal except for possible further training in their particular trade or vocation. They may also work for several years, gain experience in their specific field of vocational training, and then return to a higher educational institution to take further work of a specialized nature in their field of competency. In many instances, graduates of vocational institutions who wish to pursue their education will take on-the-job training or enroll in courses and educational programs associated with their place of employment. Persons who successfully complete these programs will be able to advance their vocational qualifications according to the Agreement on Unified Basis for Occupational Classification (described under "Vocational Education").

The introduction of the new curricular reforms in the secondary schools of Yugoslavia is proceeding at a deliberate pace. Curricular changes affecting the first 2 years of the secondary school program, that is, the so-called core curriculum previously described, have been introduced in the Socialist Republics of Croatia, Macedonia, Montenegro, and Serbia, including the

Autonomous Provinces of Vojvodina and Kosovo. In Slovenia, these changes have up to now affected only the programs of the teacher-training institutions at the secondary school level, which have adopted the core curriculum. Presently, work is proceeding to complete the transition to the new reforms in all the secondary institutions of Slovenia. Similar activities are taking place in the Socialist Republic of Bosnia and Herzegovina which should be introduced in the schools of that Republic during the 1980-81 school year. The introduction of these reforms has proceeded even more slowly following the first 2 years of a common core program. As this is being written, only Croatia and the Autonomous Province of Vojvodina have implemented these changes in Phase II of the program of the secondary schools, although a few schools in the Socialist Republic of Serbia and the Autonomous Province of Kosovo are currently experimenting with the concept.

Thus, by September 1980, all Republics and Provinces will have introduced some parts of these reforms in their secondary schools. Implemented by then probably will be the first year of the first phase of secondary schools (i.e., the first year of secondary school) in all, or most, of the secondary level institutions. Further, it is anticipated that the reforms will be fully functional at all grade levels by the mid-1980's.

VOCATIONAL EDUCATION

All vocational and professional activities in Yugoslavia are divided into eight levels and two sublevels by the Agreement on Unified Bases for Occupational Classification of 1977. Level requirements differ from vocation to vocation as well as within each specified vocation.

Level I, the lowest, requires completion of the 8-year elementary school program, at which time the student goes to work at some menial position for which few skills, if any, are required and which can ordinarily be met by a person with this minimal educational background.

The next four levels (II-V) are reached through work in industry and/or study in secondary educational institutions. Level II generally requires meeting the standards for Level I plus some work experience and/or specialized training. Level III may be reached by working 2 years at Level I and 1 year at Level II or by further vocational specialization. Level IV requires that the person has met the requirements for the first three levels and then can demonstrate skill and competence in his vocation at the requisite Level IV in the examinations. This requirement may also be met by satisfactory completion of Level I, followed by 2 years of specialized vocational training in the particular field and satisfactory achievement on the vocational examinations. Students completing the first 2 years of secondary school (i.e., phase 1 of secondary education) may qualify either at Level III or Level IV, depending upon their achievement of the vocational proficiency examinations in their respective vocations. Level V consists of persons who have been trained in a 2- to 5-year program for skilled workers. Often they are sent to schools to further their education by the various industries. In this way technicians, machine operators, and other industrial workers may receive specialized training at the secondary school level while being supported by their employers.

In the case of some professions or vocations, only a few or none of the earlier levels need be completed. For example, a person studying for the medical degree must complete levels I to III, but then normally skips all the levels between IV and VII.

After Level V come two sub-levels, Level VI and Level IV_1. A student may come to study at Level VI directly from Level IV or through Level V, although the latter case is rather rare, since Level V is considered terminal. Increasingly, also, some prior successful work experience is required for admission to a Level VI program. The study usually lasts 2 years, at the completion of which the student goes to work in his chosen vocation for 2 more years. After this work experience, individuals may proceed to Level VII, if they wish. However, since Levels V, VI, VI_1 are vocationally related, most students who intend to go to a higher educational institution proceed directly from Level IV to Level VII, which is of higher education rank.

Level VII is also divided into two sub-levels. Receiving the first degree from a higher education institution indicates Level VII. Completing professional specialization or a master's degree indicates Level VII_1. The program of study in most university-level institutions is 4 to 5 years in length, upon completion of which the student has also completed Level VII of his vocational qualification. He or she can then continue studies at the university on a graduate basis or proceed to go to work and then finish specialization (Level VII_1) by further study. The length of training and coursework at this level depends, of course, upon the particular field. Level VIII, which is the highest of these vocational levels, involves study for the doctorate either in an academic field or, most often, in some of the medical or medically related specialties.

School Centers

It is envisioned that much of the vocational training and education under the new reforms will be given in what are known as "school centers" (*školski centri*). These centers are institutions, first established by a 1959 resolution of the National Assembly, where skilled training is given in one or more related vocations. These centers are to be expanded and are to be more fully integrated vertically by a particular vocation or profession, so that they can include all, or some combination, of secondary school studies in the vocation or profession, related training at the higher education level, and even graduate work leading to the master's or doctor's degree. Existing centers have mostly been at the secondary level.

Although the development of these centers under the new reforms is currently in process and their exact nature and character is generally still in the formative stage, it appears that these centers will continue to include one or perhaps two or more related vocations or trades at the secondary level, but now in many cases will be associated with a faculty or department of a university or with a technical institution of university rank.

Vocational Schools

Vocational education at the secondary level includes (1) schools for training skilled workers, (2) technical schools, (3) art schools, (4) trade or vocational schools, (5) teachers' schools, (6) military schools, and (7) "people's universities and workers' universitites."

Schools for Skilled Workers.--Two levels of skilled qualifications for industrial, mining, construction, and some agricultural workers exist. The first is that of "skilled workman" (kvalificiran radnik or sometimes, kvalifikovan radnik), and the second--the higher grade--is that of "highly skilled workman" (visokokvalifikovan radnik). Persons who have obtained a semi-skilled level in their place of employment (through work experience and a satisfactory examination), may attempt to obtain skilled status. This can be done through one of two methods: enrolling in a school for training skilled workers (usually a 2-year program of study), or by enrolling in a 6- to 12-month training program of a peoples' or workers' university or in a program of continuing education at a vocational school, and then taking an examination on the skill or trade before a special commission. A certificate of qualification as a skilled worker is awarded the successful examinees. Elementary school graduates are also qualified to be admitted without previous work experience.

Technical Schools: Offering 2- to 4-year programs, technical schools (tehnicke skole) are intended to train students at an intermediate level of qualifications for certain vocational areas, such as, drafting, medical, veterinary and dental technology, banking and commerce (store clerks, bookkeepers, and buyers), electornics, forestry, transportation, librarianship, and hotel management.

Art Schools.--Literally, the term umetničke škole means "art school." However, in this category are included not only the schools of fine arts that function at the secondary level, but also secondary schools specializing in music, ballet, commercial arts, drama, etc. Art schools offer up to 4 years of studies.

Trade or Vocational Schools.--Trade or vocational schools (škole za kvalifikovane radnike), offering programs of 2 or--most frequently--3 years, train workers in a particular trade or vocational skill, such as construction, hotel services, automobile and tractor repairs, mining, etc. The level of vocational qualifications that the graduates of these institutions receive is, of course, dependent somewhat upon their own abilities and mastery of their field, but is usually at a relatively low level--II or III--under the new system on the Unified Basis for Occupational Classification.

Teachers' Schools.--Described elsewhere in some detail, teachers' school (učitelske škole) are intended to train lower elementary school teachers only (grades 1 through 4). Their courses of study are generally 5 years in length. They are intended to provide both some general education to their students and professional training in education. In some respects, therefore, they are akin to the gymnasium, whereas in others they are more like a specialized technical school in that they train students for a particular vocation.

Military Schools.--Described later in some detail, military schools (vojni školi) train young men to become non-commissioned officers in the military forces of Yugoslavia.

People's Universities and Workers' Universities.--Despite the nomenclature employed, neither a workers' university (radnički univerzitet) nor a people's university (norodni univerzitet) is a university in the traditional meaning of the word. Each is basically an institution of continuing education for adults, and although it may offer courses at the secondary and higher educational level, these are usually restricted to no more than the first two years of higher education. In other cases, assistance may be offered adults seeking to do university study extramurally through establishing a consultation center or "help sessions," but this is the extent of the involvement in university level studies.

Table 6. Curriculum of the second phase of the technical schools for machinists in Croatia: 1977[1]

Courses[2]	Number of hours per year	
	3	4
Grand total	1,120	1,024
General core:		
Total	245	192
Serbo-Croatian or Croato-Serbian	70	64
Theory and practice of self-managing socialism	35	-
Mathematics	70	64
Physical education	70	64
Theoretical vocational:		
Total	455	-
Economics and organization of production	70	-
Technical mechanics	70	-
Elements of materials	70	-
Automatization	70	-
Technical design and elements of machines	175	-
Production and technology:		
Total	420	832
Technology in business	70	-
Professional technology	-	64
Productive work	350	768

[1]The second (final) phase of the secondary program takes place in the 3rd and 4th years. Completion of this program and the successful passing of the requisite examinations qualifies the students for work on Level IV of the scale of the Agreement on Unified Bases for Occupational Classification.

[2]The third year also includes 105 hours of practical training. Optional courses during the third and fourth years include 140 hours.

HIGHER EDUCATION

There are a number of different types of higher educational institutions existent in Yugoslavia today: universities, high schools, higher schools, academies, theological seminaries, and workers and people's universities. A university consists of a number of faculties and (usually) other organizational divisions, provides an extended curriculum in a variety of fields, perhaps offers the doctorate, and may have a number of ancillary research of other institutes attached to it. A faculty is similar to a "school" of a "department" in an American university. There are 18 institutions in Yugoslavia that can be labeled "universities" under the Yugoslav legal definition. (See table 8.) However, at least four of these are presently in the development stage. To be recognized by Federal statute as a university, a higher educational institution must have at least three faculties. Of the 18, half have come into existence since 1970; and all except three (Zagreb, Ljubljana, and Belgrade) were founded after World War II, although in several cases they are expansion of pre-war faculties that had been attached to one or the other of the older institutions. Yugoslavia had 180 faculties of university status in 1977-1978. Of these, 64 were in technical areas, 20 were in economics, 19 in law, 11 in medicine, 9 in philosophy and the rest in such widely diverse fields as dentistry, mathematics, biology, administration, political science, physical culture, veterinary medicine, tourism, hotel management, and the like.[5]

A high school (visoka škola), of which there are presently five in number, is the term applied to describe a specialized institution of university

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[5]Federal Statistical Office. Statistički godišnjak Jugoslavije, 1978. (Statistical Yearbook of Yugoslavia, 1978). Belgrade: The Federal Statistical Office, 1978, p. 364.

rank, having 4- or 5- year programs of study. It may also offer the doctorate.

A higher school (viša škola) is a post-secondary institution that provides less than full university-level work. Most of these latter institutions offer programs that are 2 or 3 years in length with the purpose of training personnel at a level that is more advanced or specialized than that in a secondary vocational school, but less than that of a university or of a high school.[6] Emphasis is upon meeting practical work-related needs, with a minimum of theory. Completion of the programs of study of these institutions is usually at Level I of university work. In some ways these schools function similarly to American junior colleges, although the analogy is not an exact one, since ordinarily they tend perhaps to be more specialized and vocationally orientated toward a particular field than do their American counterparts. Among these schools are included business and commerical schools, schools for medical and veterinary technologists, schools for training transportation personnel, social work, internal security, social organizations, agriculture, statistics, communications, mechanical technology, construction, and surveying. In the 1977-1978 school year, there were 136 such advanced schools with an enrollment of 119,560 students, of whom 39,045 were in technical fields, 73,450 in the social science, and the rest in medical, agricultural or forest technologies. A vast proportion (nearly two-thirds) were taking their course work in some program of continuation studies.[7]

Academies can be of several types. Although their level may vary, all

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[6]It should be noted that the "high school" (visoka škola) provides programs of study that are more advanced and theoretically based than does the "higher school" (viša škola), despite the latter's greater comparative degree when translated into English.

[7]Yugoslavia. Federal Statistical Office. Statistical Pocket-Book of Yugoslavia, 1979. Belgrade, 1979, p. 130.

include at least some post-secondary courses. In this category are included teachers' academies, musical academies (conservatories of music), fine art academies, academies for stagecraft and the theater, radio, television, and film, naval and military academies, etc. Historically, these institutions generally provided a one or two-year program of study beyond secondary school, although sometimes they also offered a preparatory secondary curriculum of a specialized nature. In more recent times, many of these academies have assumed the role of four-year post-secondary institutions, providing programs of study in their specialized fields at university level and have become affiliated as divisions of the university. Further, it was from the existing Academies of the Arts in Belgrade that the Arts University of Belgrade was formed in 1975.[8]

Theological seminaries are also post-secondary institutions, usually four or five years in length. Their purpose is, of course, the preparation of clergymen for the particular faith—Catholic, Orthodox, Moslem, or Protestant. Some denominations also have preparatory, secondary schools for this purpose.

The workers' and people's universities are <u>not</u> universities in the real sense. Rather, they are centers of continuing adult education, providing very varied programs of a social, cultural, political, academic, and vocational nature. Included in their programs are lectures, motion pictures, concerts, and dances. In addition,
may give courses for adults that are at the elementary school level, as basic literacy, vocational curricula at the first two years of university level.

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[8]These academies, which are instructional institutions, should not be confused with the various Yugoslav academies of sciences which are scholarly institutions devoted to research, publications, and the recognition of academic excellence of individuals.

Table 8

UNIVERSITIES IN YUGOSLAVIA WITH DATE OF FOUNDING

Date Founded	University	Faculties and Affiliated Institutions*
1669	University of Zagreb Sveučilište u Zagrebu	Faculty of Agriculture Faculty of Architecture Faculty of Civil Engineering Faculty of Defectology Faculty of Dentistry Faculty of Economic Science Faculty of Electrical Engineering Faculty of Foreign Trade Faculty of Forestry Faculty of Geodesy Faculty of Law Faculty of Mechanical and Naval Engineering Faculty of Mining Engineering, Geology, and Petroleum Faculty of Natural Sciences and Mathematics Faculty of Pharmacy and Biochemistry Faculty of Philosophy Faculty of Physical Education Faculty of Political Sciences Faculty of Technology Faculty of Veterinary Medicine
1905	University of Belgrade Univerzitet u Beogradu	Faculty of Agriculture Faculty of Architecture Faculty of Civil Engineering Faculty of Defectology (i.e., Special Education) Faculty of Dentistry Faculty of Electrical Engineering Faculty of Forestry Faculty of Law Faculty of Mechanical Engineering Faculty of Medicine Faculty of Mining and Geology at Belgrade Faculty of Mining and Metallurgy Faculty of Organizational (i.e., Administrative) Sciences Faculty of Pharmacy Faculty of Philosophy Faculty of Philology Faculty of Physical Education Faculty of Political Sciences Faculty of Sciences Faculty of Technology and Metallurgy

*Partial list.

1919	Faculty of Theology at Ljubljana (The faculty is an independent institution of university rank; it was formerly attached to the University of Ljubljana)	
1595	University of Ljubljana Univerza u Ljubljani*	Faculty of Architecture, Civil Engineering and Geodesy
1809	Reconstituted	Faculty of Biotechnics
1919	Reopened	Faculty of Economics
		Faculty of Electrical Engineering
		Faculty of Law
		Faculty of Mechanical Engineering
		Faculty of Medicine
		Faculty of Natural Science and Technology
		Faculty of Philosophy
		Faculty of Sociology, Political Science, and Journalism
		Academy of Music
		Academy of Theater, Radio, Film and Television
		Higher School of Maritime Engineering
		Higher School of Pedagogy
		Higher School of Physical Culture
		Higher School of Public Administration
		Higher School of Safety Engineering
		Higher School of Sanitary Workers
		Higher School of Social Workers
1946	University Cyril and Methodius of Skopje Univerzitet Kiril i Metodij vo Skopje	Faculty of Agriculture
		Faculty of Architecture
		Faculty of Biology
		Faculty of Chemistry
		Faculty of Civil Engineering
		Faculty of Economics
		Faculty of Electrotechnics
		Faculty of Forestry
		Faculty of Geography
		Faculty of Law
		Faculty of Mathematics
		Faculty of Mechanical Engineering
		Faculty of Medicine
		Faculty of Metallurgy
		Faculty of Philology
		Faculty of Philosophy
		Faculty of Physics
		Faculty of Technology

*The official name of the university has been changed recently to the Univerza Edvarda Kardelja v Ljubljani (Edward Kardelj University of Ljubljana) to honor the Slovene revolutionary and political figure who passed away on February 10, 1979.

1949	University of Sarajevo Univerzitet u Sarajevu	Faculty of Agriculture Faculty of Architecture and Town Planning Faculty of Building and Constuction Faculty of Economics Faculty of Forestry Faculty of Law Faculty of Mechanical Engineering Electro-Technical Faculty Faculty of Medicine Faculty of Metallurgy (at Zenica) Faculty of Mining (at Tula) Faculty of Philosophy Faculty of Political Sciences Faculty of Sciences Faculty of Technology Physical Culture (High School) Faculty of Veterinary Science
1961	University of Novi Sad Univerzitet u Novom Sadu	Faculty of Agriculture Faculty of Civil Engineering Faculty of Economics Faculty of Law Faculty of Medicine Faculty of Natural Science and Mathematics Faculty of Philosophy Faculty of Physical Culture Faculty of Technical Sciences Faculty of Technology Academy of Fine Arts Pedagogical-Technical Faculty
1965	University of Niš Univerzitet u Nisu	Faculty of Civil Engineering Faculty of Economics Faculty of Electronic Engineering Faculty of Law Faculty of Mechanical Engineering Faculty of Medicine Faculty of Occupational Safety Faculty of Philosophy
1970	University of Priština Univerzitet u Prištini	Faculty of Agriculture Faculty of Economics Faculty of Engineering Faculty of Law Faculty of Medicine Faculty of Natural Sciences Mathematics Faculty of Philosophy Academy of Art

1973	Belgrade Arts University Univerzitet umetnosti u Begradu	Faculty of Applied Arts Faculty of Dramatic Arts Faculty of Fine Arts Faculty of Musical Art
1973	University of Rijeka Sveučilište u Rijeci	Faculty of Economics Faculty of Education Faculty of Engineering Faculty of Hotel Management Faculty of Industrial Education Faculty of Law Faculty of Medicine Faculty of Seamanship and transportation University Center of Economics and Organizational Sciences High School of Economics (at Pula) Maritime High School Teacher Training School (at Gospic) Teacher Training School (at Pula) Teacher Training School(at Rijeka)
1973	University Veljko Vlahovic of Titograd Univerzitet Veljko Vlahović u Titogradu	Faculty of Economics Faculty of Education Faculty of Engineering Faculty of Law Faculty of Metallurgy Faculty of Philosophy (projected)
1974	University of Split Sveučilište u Splitu	Faculty of Chemistry and Technology Faculty of Economics Faculty of Electrical, Mechanical, and Marine Engineering Faculty of Law Faculty of Philosophy (at Zadar)- Faculty of Tourism and Foreign Trade (at Dubrovnik) Department of Civil Engineering (extension of the Faculty of Civil Engineering of the University of Zagreb)
1975	University of Banja Luka Univerzitet u Banja Luci	Faculty of Chemical Engineering Faculty of Economics Faculty of Electrical Engineering Faculty of Law Faculty of Mechanical Engineering Higher School of Economics and Commerce Higher School of Technology Pedagogical Academy

1975	University of Maribor Univerza u Mariboru	Faculty of Agricultre Faculty of Economics and Commerce Faculty of Organizational (i.e., Administrative) Sciences Faculty of Technical Sciences Pedagogical Academy
1975	University of Osijek Sveučilište u Osijeku	This institution is still in the organizational stage, although classes are being held.
1976	Svetozar Marković University in Kragujevac Univerzitet Svetozar Marković u Kragujevcu	Faculty of Economics Faculty of Law Faculty of Mechanical Engineering Faculty of Natural Sciences and Mathematics Faculty of Technical Teacher Training (at Čačak)
1976	University of Tuzla Univerzitet u Tuzli	Faculty of Commerce Faculty of Education Faculty of Electrical Engineering Faculty of Medicine Faculty of Mining and Geology Faculty of Technology
1977	Džemal Bijedić Unisity of Mostra Univerzitet Džemal Bijedić u Mostaru	Faculty of Economics Faculty of Law Faculty of Mechanical Engineering Pedagogical Academy

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Note: In the case of all the eariler existing universities, various dates are given for their establishment, due to several reasons. Sometimes the date used is the one when the institution first came into existence, perhaps as a secondary school or a theological seminary. In other instances, the date cited is the one when a faculty was established in the town as a branch of another institution or when the first university-level courses were introduced. In still other cases, the date is the one when several existing faculties were consolidated into one administrative unit. In still another case, it is the year when an already existing faculty became independent of its mother institution. Finally, the date used for the founding of an university is the one in which a law was passed giving it its legal basis for existence as an university. Hence, Yugoslav sources are not consistent in the matter, although the reasons for the dates cited are usually noted. The dates given herein are therefore arbitrary.

Sources: a) University of Belgrade. Pregled predavanja za školsku 1977/78 godinu. (Survey of Lectures for the 1977-78 School Year)(Belgrade: The University, 1978)

b) University of Zagreb. Red predavanja u zimskom i ljetnom semestru školske godine 1975-1976 (Schedule of Lectures for the Winter and Summer Semesters of the 1975-1976 School Year)(Zagreb: The University, 1976)

c) International Handbook of Universities and Other Institutions of Higher Education. Seventh edition. (Paris: The International Association of Universities, 1978)

d) Internationales Universitats-Handbuch (International Guide to Universities). Second edition. (Munich: Verlag Dokumentation, 1976)

e) The World of Learning, 1979-1980 Volume II. Thirtieth edition. (London: Europa Publications, Limited, 1979). Because of their comprehensiveness, the last three volumes have been relied upon most heavily.

Table 9. Number of schools and students in various specialities in high schools, by Republic and Autonomous Province: 1978-79.

Republic or Autonomous Province	Total		Technical Sciences		Medical Sciences		Agriculture and Forestry		Social Sciences	
	Schools	Students	Schools	Students	Schools	Students	Schools	Students	Schools	Students
Total---------	131	114,693	49	33,023	4	5,114	7	3,406	71	74,150
Bosnia and Herzegovina--------	13	14,785	2	1,002	1	334	-	-	10	13,449
Montenegro---------	1	1,159	1	1,159	-	-	-	-	-	-
Croatia----------	36	16,336	16	6,365	1	986	1	378	18	8,607
Macedonia----------	7	5,627	-	-	-	-	2	526	5	5,101
Slovenia----------	9	7,446	2	497	1	969	1	246	5	5,734
Serbia Proper------	46	39,971	22	15,044	1	2,825	3	1,256	20	20,846
Kosovo----------	7	12,807	2	2,492	-	-	-	-	5	10,315
Vojvodina----------	12	16,562	4	6,464	-	-	-	-	8	10,098

Source: Adapted from Federal Statistical Office. Statistical Pocket-Book of Yugoslavia, 1980. Belgrade: Federal Statistical Office, 1980, p. 135.

Table 10. Number of schools and students in various specialties in higher schools, by Republic and Autonomous Province: 1978-79.

Republic or Autonomous Province	Total		Natural Sciences and Mathematics		Technical Sciences		Medical Sciences		Agriculture and Forestry		Social Sciences	
	Schools	Students	Schools	Students	Schools	Students	Schools	Students	Schools	Students	Schools	Students
Total ----	218	325,031	14	15,734	72	74,861	20	23,351	16	16,700	80	190,803
Bosnia and Herzegovina--	40	47,210	1	1,272	15	9,495	5	4,165	3	1,875	13	29,894
Montenegro---	4	7,266	-	-	1	1,584	-	-	-	-	3	5,682
Croatia------	50	57,546	1	1,587	17	14,485	4	4,792	4	3,221	21	32,890
Macedonia----	29	40,633	5	1,683	8	10,319	3	2,623	2	1,893	10	23,900
Slovenia-----	17	22,214	1	1,523	4	6,265	1	1,093	1	1,355	7	11,652
Serbia (proper)----	51	89,522	2	5,082	18	22,944	5	7,809	4	5,333	18	46,937
Kosovo-------	9	34,352	1	2,816	2	5,169	1	1,734	1	815	3	23,532
Vojvodina----	18	26,288	3	1,771	7	4,600	1	1,135	1	2,208	5	16,316

Source: Adapted from Federal Statistical Office. Statistical Pocket-Book of Yugoslavia, 1980. Belgrade: Federal Statistical Office, 1980, p. 134.

Table 11. Number of faculties or schools, students, and instructors in higher education institutions: 1978-79.

Subject	Schools or Faculties	Students			Instructors		
		Total	Male	Female	Total	Male	Female
	FACULTIES						
Total	198	314,216	188,821	125,395	9,361	7,816	1,545
Natural & Mathematical Sciences	8	12,525	6,795	5,730	682	516	166
Natural Science, Mathematics, & Technology	1	1,523	757	766	117	112	5
Mathematics	1	289	161	128	21	17	4
Physics	1	187	106	81	21	18	3
Chemistry	1	577	212	365	20	12	8
Biology	1	296	121	175	15	11	4
Geography	1	334	256	78	11	11	-
Technology	71	72,304	60,234	12,070	2,857	2,515	342
Medicine	12	17,244	7,667	9,577	1,092	845	247
Dentistry	4	3,714	1,751	1,963	201	158	43
Pharmacy	4	2,385	361	2,024	117	64	53
Agriculture	8	9,844	7,430	2,414	503	416	87
Forestry	4	3,063	2,334	729	160	142	18
Veterinary Medicine	3	2,435	1,651	784	206	175	31
Biotechnology	1	1,355	805	550	161	140	21

Subject	Schools or Faculties	Students			Instructors		
		Total	Male	Female	Total	Male	Female
Economics	22	62,588	33,497	29,091	787	677	110
Foreign Trade	1	2,832	1,243	1,589	85	71	14
Turism and Foreign Trade	1	751	425	326	37	30	7
Hotel Management	1	770	454	316	32	22	10
Turism and Hotel Management	1	395	296	99	15	14	1
Law	20	58,103	30,145	27,958	547	485	62
Political Science	4	8,972	5,493	3,479	226	189	37
Organizational Science	1	3,011	2,492	519	37	33	4
Organizational and Informational (Science)	1	1,746	960	786	32	29	3
Philosophy	10	30,310	14,542	15,768	828	671	157
Philology	2	4,582	1,362	3,220	130	93	37
Journalism	1	291	184	107	-	-	-
Education	2	2,164	905	1,259	66	57	9
Industrial Education	1	1,536	1,019	517	81	71	10
Interfaculty Studies in Social Work	1	302	39	263	-	-	-
Special Education	2	2,800	749	2,051	73	47	26
Physical Culture	5	3,325	2,833	492	137	116	21
Civil Defense	1	1,663	1,542	121	37	32	5

ACADEMIES AND FACULTIES OF ART

Total	16	3,580	2,161	1,419	591	496	95
Fine Arts	5	964	680	284	133	125	8
Applied Arts	1	302	165	137	51	43	8
Musical Arts	7	1,729	893	836	299	232	67
Theater, Film, Radio, and Television	3	585	423	162	108	96	12

HIGH SCHOOLS

Total	4	7,173	4,968	2,205	301	268	33
Technical	1	2,539	2,188	351	153	142	11
Economic Commercial	1	2,987	1,527	1,460	77	60	17
Organizational Work	1	1,180	896	284	49	46	3
Physical Culture	1	467	357	110	22	20	2

HIGHER SCHOOLS

Total	131	114,639	70,100	44,539	3,708	2,978	730
Technical	29	19,740	16,171	3,569	707	613	94

Table 11, p.4

Subject	Schools or Faculties	Students			Instructors		
		Total	Male	Female	Total	Male	Female
Transportation	8	4,851	4,344	507	228	197	31
Medicine	4	5,108	846	4,262	176	138	38
Agriculture	6	1,948	1,552	396	114	98	16
Economics	15	29,110	15,217	13,893	374	302	72
Law and Administration	4	6,671	3,502	3,169	108	94	14
Statistics	1	51	21	30	21	17	4
Education	39	25,623	12,397	13,226	1,360	985	375
Social Work	5	4,195	1,384	2,811	72	52	20
Internal Affairs	2	1,014	932	82	36	31	5
Organizational Work	2	2,901	2,434	467	89	86	3
Workers' Education	16	13,427	11,300	2,127	423	365	58

Source: Savezni zavod za statistiku. Statistički godišnjak Jugoslavije, 1979. (Statistical Yearbook of Yugoslavia, 1979) Twenty-sixth year. Belgrade: July, 1979. p. 364.
Data on instructional staff is for the year 1978-1979.

Table 12. Number of graduates awarded the specialist, masters, and doctor of science, by field of study: 1978

Field of study	Specialist	Masters	Doctor of Science
Total	234	1,703	772
Agronomy	8	126	38
Archeology	-	7	2
Architecture	14	13	12
Art	16	4	-
Astronomy	-	1	-
Biochemistry	-	12	1
Biology	1	63	24
Chemical engineering	-	22	25
Chemistry	4	137	40
Civil Engineering	-	14	4
Data Processing	-	24	-
Demography and social geography	-	8	2
Dentistry	-	41	7
Economics	3	233	82
Education	1	16	8
Electrical Engineering	-	57	-
Electronics and automation	-	19	11
Ethnology	-	3	1
Forestry	-	14	6
Geodosy	-	7	6
Geography	7	12	6
Geology	2	18	7
Geophysics	-	12	1
History	-	34	20
History of art	-	7	2

History of Literature	-	10	13
Law	6	67	31
Library science	-	-	-
Literature	-	30	13
Mathematics	8	39	11
Mechanics	-	-	3
Mechanical Engineering	-	43	12
Medicine	110	188	195
Metallurgy	-	4	3
Mining	-	-	3
Musicology	-	4	-
Nuclear science	-	1	-
Organizational science	-	31	4
Pharmacy	1	11	2
Philology	-	22	17
Philosophy	2	1	5
Physical chemistry	-	-	3
Physical culture	-	17	7
Physics	2	36	23
Political science	2	38	16
Psychology	-	15	5
Sociology	-	24	7
Technology	5	171	79
Veterinary medicine	42	47	15

Source: Adapted and translated by the author from Savezni zavod za statistiku. Statistički godišnjak Jugoslavije, 1979. (Belgrade: Savezni zavod za statistiku, 1979.) p. 371.

In addition to faculties, some Yugoslav universities also have various centers, often to facilitate intra-university, faculty work and institutes specializing in research (although some teaching of an advanced nature may also take place therein).

Administration

The manner in which higher education institutions are organized and administered in Yugoslavia is governed by both Federal and Republic statutes and regulations. Universities function under provisions of self-management, not too unlike those for industry. They are considered autonomous work organizations. As a consequence, these institutions have the status of self-managing work institutions. They are governed by the working collective (i.e., the academic staff) generally through representatives elected to the council and through elected deans and a rector. The laws governing the procedures and the provisions and even the name of the governing council vary from Republic to Republic. In addition to the all-university council, other bodies exist within the university relating to the governance or administration of specific faculties, programs, institutes, or centers.

The executive staff consists of the rector and pro-rectors of the university, who correspond to the president and vice-presidents of the

university. However, these officials are elected and serve for a limited time only, generally 2 or 4 years. Except for universities that include a student pro-rector, the rector and pro-rectors are practically always senior faculty and most probably have served as deans at some time or other. The dean (dekan) of a faculty, which corresponds most nearly to a "school" in an American university, is elected by the instructional staff of the particular faculty. His tenure similarly is usually 2 to 4 years. It might be noted, further, that the university senate or assembly in each case consists of students, professors, deans, and representatives from various political, industrial, commercial scientific, and social organizations. In almost all cases, one or more representatives are included from the City Council in which the university is located.

The secretariat of an institution provides the permanence and administrative continuity, since the appointees to the office and their supporting staff serve on an on-going basis. The university secretariat performs the routine administrative functions of the university. At the University of Belgrade, the secretariat is organized on the following basis. The general secretary is the chief officer. He is assisted by the heads of the following sections: 1) The Section for General and Legal Affairs, 2) the Section for Instruction and Scholarly Work, 3) the Section for Financial and Material Matters, 4) the Section for International University Cooperation, 5) the Section for the Maintenance and Construction of University Buildings, 6) Office of the Rector.

Administratively, each faculty is organized along lines similar to those of the university as a whole. It generally consists at least of a faculty council (known as Savjet Fakulteta at the University

of Zagreb), an executive committee (called izvršni odbor by the Faculty of Philosophy in Zagreb), and perhaps a council on content and instruction (znanstveno-nastavno vijece). However, the organization varies from faculty to faculty, and the differences within an institution may be almost as great as among institutions.

The ranks of the staff members vary according to the institution, its size and age (newly established universities may have few senior staff and not all ranks), and the types of faculty. However, all institutions have some, if not all of the following:

redovni professori = regular professors, roughly equivalent to a full professor in an American institution.

izvanredni profesori = extraordinary professors, roughly equivalent to associate professors in America.

docenti = somewhat equivalent to assistant professors.

viši predavači = higher or senior instructors.

predavači = instructors.

stariji assistenti = senior assistants.

asistenti = assistants.

In the teaching of modern languages, the following scheme generally applies in addition to the above:

viši lektori = senior lecturers.

lektori = lecturers.

mladji lektori = junior lecturers.

Lecturers generally are responsible for the practical aspect in learning a modern language (reading, speaking, writing), whereas staff with academic ranks are more concerned with its analysis, comparisons, theory, structure, historical development and literature; but even so, hard and fast differences are sometimes hard to draw.

Although the above description has related solely to the administrative structure of the universities, most of what has been stated applies equally to all higher educational institutions. These institutions are also organized as self-managing institutions with the academic staff determining policies and procedures through representative council. The number of organizational levels is likewise determined by the size of the school. One council may be sufficient in the case of smaller institutions, whereas larger ones, there may have several councils for the different divisions or departments, with an all-institutional council as the over-all policy-making representative body. Again, as in the case of the universities, representatives from various sectors of society--political, industrial, and commercial--are included at least at the highest council level. Each institution likewise normally has a secretariat and a general secretary, with the number of sections being determined by the school's size and purpose. Thus, here, too, the organizational scheme may differ considerably from school to school.

The staff ranks for these other higher institutions is likewise similar to those of the "typical" university. These schools generally have the same professorial ranks as do the universities--although, again, not all schools have all ranks (especially lower ranks) represented.

The increased number of relatively autonomous university level schools has brought about a need for greater uniformity in course work and graduation requirements of Yugoslav higher educational institutions. Such uniformity is being achieved primarily in two ways: through the various national, university faculty associations and through the Association of Yugoslav Universities, founded in 1957. Some of the associations of the former type include the Association of Yugoslav Faculties of Forestry, the Association of Yugoslav Medical Faculties, the Association of Yugoslav Faculties of Mining Engineering, the Association of Yugoslav Senior Colleges of Physical Education, and the Association of Agricultural Schools of Higher Education.

Although higher educational institutions in Yugoslavia have considerable autonomy, they are responsible to the people's assembly of the Republic of which they are a part. Membership in the League of Yugoslav Communists is not a requisite for appointment to a position at an institution of higher education, but obviously such membership is desirable. Despite the existent latitude in teaching and research, such activities must to a lesser or greater degree conform to the policies of the Yugoslav Government and to the League of Yugoslav Communists. Deviation relating to ethno-nationalism and the politics of foreign affairs is considered especially intolerable. The degree of adherence to Marxist ideology and the policies of the League of Yugoslav Communists has varied considerably from time to time during the post-World War II period.

Admission

Admission to higher education institutions has been based generally upon the matura, the school certificate awarded students upon the successful completion of 12 years of elementary and secondary school. The type

of secondary education a student receives is ostensibly not relevant (it may be academic, general, commercial, or vocational) provided he (or she) received the matura as a result. Application could then be made to any higher level institution on the basis of this certificate. However, in practice, students from each type of program have tended to apply to higher level institutions teaching at that level of the specialty which they studied in secondary school. This is as might be expected, since they have some background and training in it, and--as a result--have tended to be more successful in its further study. For instance, a student from a secondary level commercial school is likely to enter the economic faculty of a university, whereas a student of electro-technology in a secondary technical school, the faculty of electrical engineering. The requirements of the matura presently are in the process of change in the several Republic and Provinces, with the outcome still unclear. All applicants must also have completed their military training, 1½ years if they are male, 6 months if they are female.

Mature, working adults, as stated earlier, may enter any higher education institution regardless of previous education by passing an institution's entrance examination.

Entrance examinations for admission to higher education institutions are not a requirement except in certain cases. Fields such as medicine, engineering, and architecture, which require laboratory spaces and/or

which have a great overabundance of applicants in terms of staff available, have a numerical quota. Admission to such programs, then, is by competitive examination. Law, administrative science, literature, political science, history, sociology, and similar subjects generally do not require such examinations. Further, often these disciplines are studied extra-murally, thus requiring even less in the way of staff, facilities, and services. Another case in which entrance examinations are invariable required involves adults who wish to enroll in higher educational programs, but who do not have the matura. Such individuals must first have completed at least 4 years of practical work experience in the specialty which they wish to study and then pass stringent entrance examinations in it. If successful, they are admitted on the same basis as students with the matura.

Programs of external study at advanced school levels are popular also at almost all institutions of university rank, with some few exceptions such as in medicine. Students may register in a program of study as external students and then pursue university work on a semi-independent basis, attending what classes or consultations they can. Their success is determined by whether or not they are able to pass the examinations in the subjects for which they have enrolled. These examinations are usually given annually or semi-annually, depending upon the subject and program of study. Out of 256,993 students enrolled in faculties in Yugoslavia in 1975-1976, some 66,384 or 25.8 percent were enrolled through this external study system.

Until 1960, the only higher education degrees were the diploma and the doctorate. The diploma (written the same as in English) was awarded after 4 to 6 years of study, depending upon the program. Since that time, however, a series of laws have been enacted that have transformed university

Degrees and "Phases"

Until 1960, the only higher education degrees were the diploma and the doctorate. The diploma (written the same as in English) was awarded after 4 to 6 years of study, depending upon the program. Since that time, however, a series of laws have been enacted that have transformed university

education into a series of four stages or "phases." The first phase consists of 2 to 3 years of study (depending upon the subject), at the end of which a diploma is awarded and usually also a professional qualification. The diploma certifies completion of some post-secondary work, while the professional qualification (stručni naziv or "professional title") describes the field in which the person is qualified to work. Primary school teachers are trained in this manner in pedagogical academies and receive both a diploma and the title učitelj. Students passing this phase may enter the work force at a middle occupational level or, upon completing successfully supplementary examinations in subjects they may have missed, may continue their studies at an advanced institution. However, most students who enroll in a "first phase" program terminate their studies at this level.

Emphasis in this "first phase" of studies is on practical work leading to some vocation that requires more knowledge than that which can be acquired "on-the-job" or through an apprenticeship program. Students are required to take their examinations in each subject every semester. These examinations may be taken up to 4 times without penalty. Failure on the fourth attempt requires the student to re-enroll for the entire semester again or--in some cases, depending upon the faculty in which he (or she) is enrolled--bars him (or her) permanently from further study in the particular subject at that institution. In addition, the students have to pass final examinations on all the work completed that year. In most instances, some work on "The Fundamentals of National Defense" (Osnove narodne odbrane) is expected of all students during the first year, at least; and students in areas relating to humanities and social endeavors, such as teachers, may also be required to take courses in sociology, political economy, psychology, etc.

The "second phase" program of study which usually requires a minimum of two additional years of study, leads to a university diploma. It may also lead to a stručni naziv (professional title) at the same time, indicating a high level of qualification in a particular field such as engineer" (inženjer), "economist" (ekonomista), "architect" (arh tikt), etc. The exact requirements for the university diploma (univerzitetska diploma) differ according to the faculty awarding it. In most cases, faculties in the humanistic, literary, scientific, mathematical, and social science fields insist upon a thesis and its successful defense, Persons studying to become secondary school teachers generally are expected only to keep a diary on their practicum; law and medicine students must pass rigorous examinations on all the courses that they have taken; but they do not write a thesis. In addition to their diploma when they have completed their studies, they receive the title of "doctor" or "attorney."

Admission to the third phase (graduate study) is dependent to a large extent on the statutes of the particular institution. Requirements might include a university diploma only, or--in addition--any one or more of the following: High achievement in previous university work (minimum average of "8"), competence in one or two foreign languages, satisfactory work experience, etc. There may likewise be some variance from one faculty to another within the same institution.

This "third phase" of education requires an additional 1 or 2 years of study. Its purpose is to prepare specialists in a field and/or to train persons for scholarly research. Successful candidates completing studies at this level are awarded a qualification of either specijalist (specialist) or magistar. The specijalist disignation is awarded for advanced study in a field in which one wishes to work on a practical level, as a specialist in medicine. The academic degree (akademski stepen), on the other hand, is

awarded to persons planning to do advanced scholarly research in tneir field. The degree is known as the magisterijum and the person receiving it is a magistar. In some respects, it is comparable to the M.A. degree (the master of arts) in American institutions. Students in humanistic, literary, mathematical, scientific, and social scientific studies are generally required to take an oral examination in their field and to defend successfully a thesis. Students in medicine are awarded the specialist or the magisterijum after they have presented and defended a thesis appropriate for the degree for which they are candidates. Again the specialist rank is primarily for the practioneer, whereas the magisterijum is for the researcher; and both are considered to be at the same level.

The fourth phase leads to the doctorate, the sole and highest degree at this level. In the case of most faculties, the doktor is awarded following the magistar after at least 2 additional years of research and study from which a dissertation has resulted that the candidate has been able to defend successfully. (The degree may still be awarded to an individual with only a "second phase" diploma, that is, a person who has completed the regular work of a higher education institution akin to undergraduate work at an American university and who has obtained eminence in his field through publication of highly regarded scientific papers based upon original research in his specialty.)

FOREIGN STUDENTS

In keeping with her efforts to function as a leader of the unaligned, third world countries, Yugoslavia has been quite active in encouraging foreign students from the developing countries—mostly from Asia and Africa—to come to Yugoslavia for study and specialization. In recent years, the Arab countries have accounted for the largest number of foreign students

enrolled in Yugoslav educational institutions, followed by those from the non-Arab countries in Africa and Asia, then Europe and North and South America--usually in that order. Of these, approximately 40 percent are on some type of Yugoslav scholarship. In any given recent year, approximately 1,400 students from 90 different countries are studying in Yugoslavia under a Yugoslav scholarship and somewhere between 250 or 300 new scholarships are awarded. (Included in this group are nearly 200 secondary school students, all of whom hold a scholarship from Yugoslavia.)

The largest number of foreign students presently are to be found in Belgrade, Zagreb, Sarajevo, Novi Sad, Skopje, Ljubljana, and Niš, in that approximate order, which may vary slightly. Other institutions important in the education of foreign students are located in Mostar, Šabac, Split, Subotica, Rijeka, as well as in several other cities. The requisite 6-month Serbo-Croatian language training for these higher education foreign students is provided in Belgrade or Zagreb, where organized programs for this purpose exist. Most foreign students in Yugoslavia are currently enrolled in medicine and engineering, followed by agriculture and forestry, economics and law, and then the humanities.

TEACHER EDUCATION

There was an extreme shortage of teachers for all schools in Yugoslavia immediately following the Second World War. Of the 48,721 teachers in all schools (with the exception of college and university faculty) approximately 10,000 either were killed during the war or left the profession shortly afterward. During the two decades following the Second World War, the situation in teacher education gradually changed in Yugoslavia. The original training period for elementary school teachers was lengthened from 3 years

Beyond elementary school to 4 years, subsequently followed by yet another year's extension. Through this expansion of the instructional program in the teachers' school, the level of the curriculum of these institutions became equivalent first to those gymnasia of the time and then to the first year of university work. Teachers who lacked the new qualifications and education for their position either had to prepare to meet this qualifications, retire or resign. The number of cases of uncertified persons teaching school gradually diminished during this time.

There are presently in Yugoslavia five main types of teachers teaching at institutions below university or post-secondary rank:

1. Teachers for preschool institutions (odgajetelji; vaspitačhi).
2. Teachers for the lower elementary grades (grades 1 to 4) (učitelji).

These teachers generally teach in self-contained classrooms and teach all the content themselves.

3. Teachers for the upper elementary grades (grades 5 through 8) (nastavnici). These teachers teach subject content in a departmentalized set-up. Consequently, their training includes a considerable amount of specialization in the subject areas they aspire to teach.
4. Teachers of secondary schools who are subject-matter specialists in the areas of their teaching (profesori).
5. Teachers of technical subjects, primarily in technical schools (profesori). In addition, there are a fairly small number of institutions preparing teachers for various specialized areas, such as physical education, home management, etc.

Preschool teachers are trained in škole za vaspitače, of which there are several in the country including one if Belgrade, Novi Sad, Zagreb, and Ljubljana. These schools are secondary teacher-training schools, with graduation from 8th grade being required for admission. The course of study in these schools in 5 years in length.

Prospective teachers for grades 1 to 4 of the elementary school usually receive their education in secondary level institutions known as teachers' schools (učiteljske škole). A diploma from elementary school and a satisfactory mark in the competitive examination are the prerequisites for admissions. The program of study lasts 5 years--1 year beyond the usual duration of the gymnasium program. The emphasis is upon teaching techniques and theory, penmanship, the native language and its literatures, history, geography, biology, mathematics, physics, chemistry, a modern language, drawing, singing, handicrafts, ecology, and educational philosophy. The program is much like that of the gymnasium, but with subjects relating to the professional field being included. During the last year, students usually do practice teaching. In recent years, there has been a movement to increase the length of study in these teachers' schools by an additional year, so that many of these institutions that offer 6 years are now known as "pedagogical academies" and their last 2 years are approximately comparable to the first 2 years of postsecondary studies in other field.

Students who have successfully completed the program for primary grade teachers must take a final examination, which consists of three parts - a written examination on the native language of the candidate and on educational theory and practice, an oral examination in the same areas, and a practical examination in which the students give a demonstration lesson.

Teachers for the upper four elementary grades (5-8) generally are trained in higher teacher training schools (viši pedagoški školi), which require for admission that a candidate pass a health examination, have received a matura after 4 years of secondary education in a gymnasium or secondary technical school, plus at least 2 years' teaching experience. The course of study in these schools are 2 years in duration and students prepare themselves in several content subjects, in addition to taking courses in education, psychology, and special methods. Usually, these students take work in two or most frequently three related subjects such as mathematics, chemistry, and physics, so as to be more flexible when they assume their teaching positions. Graduates from these higher teachers' schools may continue their education in the university. More and frequently teachers of the upper grades of the elementary school now have university training both in their content fields as well as in professional education, although the 2 year higher teacher-training pedagogical schools are still an important means of supplying teachers for Yugoslav schools.

Teachers of grades 5 through 8 must serve a probationary period as auxillary or intern teachers and take professional examinations at the end of a 5-year period in order to continue teaching.

Individuals who desire to teach at the secondary school level--in gymnasia or 4-year vocational schools--must have completed 4 years of university work, specializing in such academic subjects as history and geography, mathematics, chemistry, and physics, a modern language and its literature. In addition, these students must take work at the university level in education, didactics, and general educational theory, as well as

in certain other subjects as sociology, philosophy, and Marxism. Prospective teachers in vocational schools often are unable to meet the professional educational requirements and must take 1 additional year of professional work in education at a university or a pedagogical academy. This additional training is needed by such prospective teachers, if they have first specialized in vocational courses, such as metallurgy or mining engineering, electrical engineering, etc., without having taken any courses in professional education. Vocational teachers who are trained in special industrial-pedagogical faculties, usually can go right into vocational teaching upon graduation. Sometimes prerequisites of experience in the vocation are required before students can enroll in these schools.

Teachers in trade schools may or may not have professional training in education, depending upon the nature of the trade school, the age of the student, and the type of work or industry involved. Auxiliary school personnel, such as social workers and psychologists, also are required to have university training. For social workers this mean at least 2 years, but preferably 4, while for psychologists, the usual requisite is 4 years. Teachers of secondary schools must serve a 2-year probationary period as auxiliary or intern teachers and take professional examinations at the end of a 5-year period in order to continue teaching.

Young people preparing to teach in the schools of the ethnic minorities usually are of the specific minority and attend teacher-training institutions designed especially for these students, with training being provided for teaching the native language and for giving instruction in the dominant "national" language of the region. Most of these schools, however, are for preparing teachers for the primary grades, since students beyond this level often can make the adjustment to the regular classes where the majority language is used.

Courses preparing persons to teach adults (andrology) are only now receiving significant attention--and then only in certain areas of the country. The University of Zagreb has been especially active in this respect. Special profiles (majors) exit for training teachers of the mentally retarded and handicapped. Some attention is also now being paid to preparing teachers of the gifted, although this area is still a relatively new one for Yugoslav educators.

Yugoslavia is located on the Balkan Peninsula--as had been indicated--the historic so-called "powder keg of Europe." As a consequence, the predecessor countries, as well as the post-World War I kingdom of Yugoslavia, traditionally gave attention to educating military officers. This long military tradition was continued, and indeed given further emphasis, after World War II, when the present socialist government came into power. Yugoslavia's unaligned status, as an independent, multinational state between East and West, has undoubtedly given added importance to a strong program of military education. Since the early 1970's the program of military education has been upgraded. Secondary military schools for training non-commissioned officers have been upgraded to 4-year institutions, which now include not only specialized military courses, but also many of those found in the secondary schools for civilians. Likewise, the curriculum of the military academies has been extended to 4 to 5 years and given university rank. These military schools--all of which are at the Federal level--are administered by the respective branch of the armed forces.

Yugoslav military schools are organized as follows:

* Secondary level military schools: These 4-year schools are generally equivalent to the civilian secondary level vocational schools.

* Military gymnasia: These 4-year schools are equivalent to the civilian gymnasia in level and, in addition to military aspects, emphasize mathematics and the sciences.

* Military academies: Courses of study last 4 or 5 years. Students (cadets) who graduate are commissioned second lieutenents.

* Command-staff academies: These higher education institutions provide programs training for both reserve and active army officers and are designed for the continuing education of officers who have completed the courses in one of the military academies. The curriculum is usually one year in length, but may be longer in certain cases. Successful completion of a program in these institutions is often a requisite for promotion.

* The Military-Political College of the Yugoslav National Army: The purpose of the higher education school is to train officers who are responsible for the Marxist political indoctrination of the troops and for the educational programs within the army that involve socialist ideology. Programs of study generally last at least 1 year.

* The National Defense College: This is the highest level institution in Yugoslavia's hierarchy of military educational units. Usually, graduation from one of the Command staff academies or the Military-Political College of the Yugoslav National Army is requisite for admission. In addition, plans have been developed to establish 2-year advanced military schools of continuing education for officers, but none is yet in existence. There is also a Military Medical Academy, specializing in military medicine and dentistry (both teaching and research), and a Military Academy of Economics.

All military higher education institutions may offer graduate courses in their respective military field for persons who have completed a program (usually a military one) of higher education. These programs may lead to one of three types of titles: 1) Specialist, usually requiring 1 year, 2) Master of Arts in a particular military specialty, requiring a 2-year program program in a military field, involving some research methodologies, and 3) Doctor of Military Sciences.

TRENDS

Presently, Yugoslav education is in a state of flux. A number of what have been heralded as major, significant changes or "reforms" are being introduced nationwide. Because of the present, decentralized structure of education in Yugoslavia, introduction of these changes has been uneven, with some Republics and Provinces much ahead of others. It is still too early to make any definitive statements about the reforms as they are presently proposed and being implemented in Yugoslavia. Much that has been planned may not be completed or changes may be enacted in the light of experiences gained.

However, several observations may be made about these reforms. In many respects the reforms are restatements of existing rules and practices in Yugoslav education. For instance, Marxism and its teaching in all appropriate classroom situations at all levels, military and civil defense at the secondary and university levels, the unity of education with labor and work, and self-management principals--all, to a greater or lesser extent, have been aspects of Yugoslav education for a number of years already. What the reforms do essentially is to reemphasize the importance of this content and to give it focus and greater direction. The forms of education, its structure, grade levels, objectives, content, and methods to a large extent remain the same.

Perhaps the most radical aspect of the reforms is the attempt to integrate the educational program with the system of qualifications for various occupational levels. Even so, prior to the inauguration of the reforms, graduates of a number of these schools already could have, or were acquiring through the set examinations, the qualifications for the various trades and vocations appropriate to their educational background. For instance, graduates from teachers' schools met generally the qualifications to become teachers immediately upon their graduation; persons completing the various types of art, music, and dance schools could enter the profession at the appropriate level. The same was true for students completing their studies in technical schools and in the schools for qualified workers. Finally, the gymnasia, art schools, teachers schools, and technical schools, to a greater or lesser extent, already cover much--if not most--of the content and subjects proposed for the core. Although undoubtedly some differences exist in emphasis and degree of mastery by students from the various institutions, such differences probably will continue to exist to some extent even under the new reforms. The institutions most affected by these reforms are probably the secondary schools for qualified workers, since all students in these schools will be expected to take and master the core curriculum--presumably in the same way, and to the same extent, as the students in most of the other schools.

Since six Republics and two Autonomous Provinces are involved, all of which--to a large extent--have considerable independence in educational matters, some time is likely to elapse before all the proposed reforms are realized in practice. The Eleventh Congress of the League of Yugoslav Communists, held in Belgrade in summer 1978, expressed concern that the reforms were being enacted too slowly. Since then, further implementations of the proposed reforms have taken place; and Yugoslav educators have implied that the basic elements will have been effected by the middle 1980's. However, certain elements of the proposed reforms, such as education for all Yugoslav preschool children, are more likely to remain as stated goals, rather than becoming achieved objectives.

GLOSSARY OF SELECTED EDUCATIONAL TERMS

A

Akademija	Academy
Asistent	Graduate instructor

C

Centralna škola	Consolidated school
Centri za stručno obrazovanje radnika	Center for the professional or specialized education of workers
Četverogodišnja škola	4-year elementary school

D

Dečji vrtic'	Kindergarten; nursery
Dekan	Dean; head of a faculty
Diploma	Higher education certificate or diploma, usually qualified to indicate the recipient's specialty
Diploma, I stepen	Diploma, first level. Usually awarded after 2 years of postsecondary study
Diploma, II stepen	Diploma, second level. Usually awarded after 4 or 5 years of postsecondary study.
Diploma, III stepen	Diploma, third level. Awarded after 1 or 2 years of study beyond the second-level diploma. Indicates the academic qualification of magistar or specijalist.
Diplomski ispit	Diploma examination
Direktor	Headmaster; principal, director
Doktor	Doctor of science, the highest degree in higher education. Awarded at least 2 years after the magisterium and the successful defense of a thesis.
Doktorski ispit	Examination for the degree of Doktor
Dopisna nastava	Correspondence instruction, teaching, or school

Drugi stručni naziv — Professional qualification, second level. Awarded after 4 or 5 years of post-secondary study, indicating knowledge of the theoretical, as well as practical, aspects of a field.

E

Ekonomsko-komercialna visoka škola — Higher school of economics and commerce

F

Fakultet — Faculty. A department of the university having one or more disciplines.

Fakultetski savet — Faculty council

Filozofski fakultet — Faculty of philosophy, usually including chairs of history, classical and modern languages, philosophy, and sometimes natural science, mathematics, music, etc.

Fizicka kultura — Physical education

G

Gimnazija — Gymnasium, general secondary school

H

Honorarni professor — Professor who is paid a fee or honorarium for his work.

I

Industrijska skola — Industrial school

Ispit — Examination

Izborna nastava — Elective instruction or courses

Izvidnik — Member of the Izvidnitsi, a youth organization

J

Jasle — Infant nursery.

K

Katedra — Chair, post of a professor or head of a department in a higher education institution

Klasična srednja škola	Classical secondary school
Konkurs	Application for a teaching post at the postsecondary level
Kvalifikacioni ispit	Qualifying examination
	L
Lektor	Foreign teacher of his or her mother tongue appointed for a time by a university
	M
Majstorska škola	Trade school; school for skilled workmen
Matura	School-leaving certificate grated after 4 years of secondary education to graduates of a general secondary school, a technical postsecondary school, a fine arts secondary school, or after 3 years in a vocational school for skilled workers. It does not necessarily admit the holder automatically to a higher education institution.
Mešovita gimnazija	Coeducational secondary school (Serbian)
	N
Narodni universiteti	People's university. Offers extension courses or lectures of a university caliber but open to all.
Nastava	Educational system; public instruction; teaching; tuition; schooling; tutoring; education
Nastavnik	Teacher; educator; professor
Nastavni plan	Curriculum; course of study
Nastavnički kadar	Teaching cadre
Naučni savet	Scientific or scholarly council
Naučno drustvo	Scholarly society, usually with both professors and students as members
Nauka	Science; knowledge
Nepismenost	Illiteracy
Niža škola	Lower school

O

Obrazovanje	Education; instruction; teaching; tuition
Ocene	Grades or marks in an examination
Odjel	Class; department; section; division
Opće obrazovnaje	General education
Općetehnička škola	General technical school
Osmogodišnja škola	8-year elementary school
Osnovna škola	Elementary school

P

Pedagoška akademija	Pedagogical academy
Pedagoški radnik	Pedagogical worker; teacher
Pedagoško društvo	Pedagogical society
Pionir, pionirka	Male and female member of the Pioneers (a Yugoslav youth organization)
Pionirski grad	Pioneer camp
Počasni doktor	Doctor honoris causa
Područna škola	Regional, provincial, or district school
Postdiplomski magistarski studij	Master's degree studies
Postdiplomski studij	Graduate studies
Prakticna nastava	Practical education or courses
Predškolska ustanovna	Preschool institution
Predškolski odgoj	Preschool education
Predškolsko vaspitanje	Preschool education
Prosvetni radnik	Educator
Prosvetni savet	Educational Council
Prvistručni naziv	Professional qualification, first level. Awarded after the first phase (2 or 3 years) of higher education in a specialized vocational field, indicating a basic acquaintance with a specialty.

Povratno obrazovanje	Recurrent education
R	
Radnički tehnikum	Workers' technicum
Radnički univerzitet	Workers' university
Razredno veće	Class council
Razred	Form or grade; classroom
Rektor	Rector, chancellor, or president of a university; principal
S	
Savet fakulteta	Faculty council
Savez komunističke omladine Jugoslavije	Federation of Communist Youth of Yugoslavia
Sekreta universiteta	University Secretary, a permanent position involving procedural work
Srednje stručno obrazovanje	Secondary professional education
Srednja stručna škola	Secondary professional school
Srednja škola	Secondary school
Srednja skola klasicnog smjera	Secondary school, classical track
Srednja skola realnog smjera	Secondary school, modern track
Stipendija	Scholarship, financial assistance
Stručno obrazovanje	Professional (trade) education
Studenska karta	Student identity card
Studentski dom	Student hostel
Svedočanstov o položenom završnom ispitu	Secondary school leaving certificate
Sveučiliste	University
Š	
Škola	School
Školarina	School tuition fee

Škola za kvalificirane radnike	School for the qualification of workers
Školnik	Teacher; tutor
Školska godina	School year
Školska soba	Schoolroom
Školska zgrada	School guilding
Školski odbor	School board; school; school committee; school council
Školski savet	School council

T

Tečaj	Course; series of classes
Teza	Thesis
Trgovačka škola	Commercial school

U

Ucbenik	Schoolbook
Učenik, učenica	Male student, female student
Uciliste	Educational institution (Macedonian and Serbo-Croatian)
Upis	Registration that takes place each semester
Upisati dete u školu	To enroll a child in school
Upisnica	Student's attendance book, containing student's photograph and a list of classes attended that is signed by each professor at the beginning and end of each semester and stamped by the clark to the faculty
Usmeni ispit	Oral examination

V

Vanredni professor	Full professor
Vanredni student	Irregular student, permitted to attend lectures but not take examinations
Viša škola	Advanced school usually below faculty level
Visoka škola	Advanced school at faculty level

Visoka strucno obra- ovanje	Higher school professional training
Visoko obrazovanje	Higher education at university level
Vojna akademija	Military academy

Z

Zabavište	Kindergarten; infant school
Zamjenik rektor	Deputy or vice rector
Završni ispit	Graduation or school certificate examination

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